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**Perceptions of Justice and Motivations for Becoming a Police Officer: Differences Across
Recruits and Law Enforcement Officers**

A Criminal Justice Thesis submitted to the Graduate Faculty of Criminal Justice Department of
Sociology and Criminal Justice at Kennesaw State University in partial fulfillment of the
requirements for the degree of Master of Science in Criminal Justice

By Erika Waterman-Smith

2017

Abstract

This study examined the motivations for choosing law enforcement as a career and perceptions of different prevalent criminal justice issues among police recruits and police officers. Additionally, the motivations and perceptions were compared across recruits and officers to see if they changed over time. The purpose of this study was to see if the police subculture and socialization had an impact on their motivations and perceptions. A survey method was administered on a sample of both recruits and officers from several Southeastern police departments. Bivariate analyses indicated that there were several significant differences across recruits and police officers in their motivations to pursue law enforcement and their perceptions of various criminal justice issues and policies.

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Chapter 1: Introduction

Police officers often experience a great deal of pressure and are required to work long hours (Tarng, Hsieh, & Deng, 2001). For instance, officers can face situations that require the use of force, they can find themselves in life or death situations, and some come in contact with acts of violence or even death (Bishopp, Worrall, & Piquero, 2016). Despite these challenging work-related characteristics, individuals still pursue degrees in law enforcement, even though it can sometimes be dangerous and lead them to high pressure situations (Tarng et al., 2001).

Police officers play a crucial role in the justice system, as the ones charged with protecting the community (Tarng et al., 2001). As such, the motivations for why people choose this field and their perceptions of justice are important areas to research and can provide researchers and police practitioners with a greater understanding of the police. In addition to their motivations to pursue careers in law enforcement, research on how police perceive certain criminal justice issues such as criminal justice practices, use of force, technology, family violence, mental illness and race and ethnicity can also be informative and help shed light on the police personality and cognitions. While these topics have been examined in samples of recruits and officers, little research has compared how recruits and officers differ in their motivations to pursue careers in law enforcement and their perceptions of various criminal justice practices. This is a limitation to past research because there is no way to judge if perceptions change over time – that is, from being recruits to being officers. This research is valuable because it can help police administrators improve their departments through training, reform, and targeted recruiting. If differences across these two groups are observed it could indicate that police subculture or socialization has had an impact on officers and has shaped their perceptions (Kappeler, Sluder, & Alpert, 1998).

Police officers interact with the public every day and finding out their specific motivations will help develop effective training methods and recruitment strategies (Tarng et al., 2001). Training method improvements can aid in the strengthening of police-community relations and advance the knowledge of police officers. Developing specific recruitment strategies is critical in order to appeal to potential recruits who want to join the police force for altruistic reasons (Tarng et al., 2001). Many studies have shown that one of the least important reasons for choosing law enforcement as a career was for power and authority, while in contrast one of the most important reasons cited across several studies was the opportunity to help people (Tarng et al., 2001; White, Cooper, Saunders, & Raganella, 2010; Wu, Sun, & Cretacci, 2009; Raganella & White, 2004; Foley, Guarneri & Kelly, 2008; Meagher & Yentes, 1986; Hageman, 1979; Lester, 1983). However, these altruistic views could change as police recruits begin their socialization into the police subculture. This subculture is described as a separate but distinct with a specific ideology that greatly influence their daily routines and practices (Herbert, 1998). The police subculture is further identified as a set of shared norms and attitudes that help officers deal with the work environment (Rose & Unnithan, 2015). These shared ideas include expectations regarding their work, the community, the department, and criminal justice issues. Socialization into the police subculture can alter the perceptions of justice among recruits and change their attitudes as they move through their career (White et al., 2010). Thus, research in this area is beneficial in order to discover if any significant differences exist across police academy recruits and police officers. By discovering these differences police researchers and practitioners could delve further into research on police subculture and finding ways to combat the dissolution of recruits' initial beliefs.

Socialization into the police subculture begins immediately upon entering the police academy, becoming more pronounced as new officers begin field training and move throughout their careers as police officers (Conti, 2011; Conti, 2009; Catlin & Maupin, 2004). Upon completion of basic training, new officers receive a field training officer designation and begin their work in the field. As this happens, new officers' previous attitudes begin to change and they want to fit in with their new peers and observe policing first-hand in the community (Garner, 2005). Reluctance to accept the police subculture can cause one to be seen as different by their peers (Rose & Unnithan, 2015). Studies have shown that the desire to belong and the feeling of acceptance can lead new officers to adopt the perceptions of those around them (Garner, 2005). In Garner's (2005) study, he found that police recruits' attitudes had changed considerably after being on the police force for one year. Interestingly, the individuals did not even realize that their attitudes had changed (Garner, 2005). A second study also found that police recruits' attitudes toward police work changed after one year on the job (Catlin & Maupin, 2004). Both studies attributed this change to recruits' socialization into the police subculture (Garner, 2005; Catlin & Maupin, 2004).

An additional aspect of this socialization is the code of silence, which often keeps officers from reporting instances of misconduct (Weisburd, Greenspan, Hamilton, Williams, & Bryant, 2000). The code of silence is a shared norm among police officers and refers to the expectation that officers keep quiet about any misconduct witnessed amongst their peers (Kaariainen, Lintonen, Laitinen, & Pollock, 2008). A study on the code of silence showed that many officers felt misconduct was wrong but would not turn in a fellow officer (Weisburd et al., 2000). Several studies have shown that officers are more inclined to commit acts of misconduct, such as excessive force and abuse of authority, if they feel like it is tolerated amongst their peers.

The tolerance of misconduct in police departments sets a tone and affects the moral code of police officers (Khruakham & Lee, 2013; Weisburd et al., 2000). In sum, police socialization plays an essential role in how police departments function. Additionally, socialization can impact officer behavior over time, helping researchers understand the differences between recruits and experienced officers.

In contrast to the police subculture and socialization model, another explanation for the police personality is the predisposition model which attributes police behavior to individual officers instead of the police subculture (Kappeler et al., 1998). From this perspective, officers come to the job already equipped with their own unique identities. These identities do not change during their police careers no matter what experiences they encounter (Kappeler et al., 1998). Thus, under this contrasting explanation for police behavior, individual officers' behavior is dictated by their own personality traits rather than adapting to the cultural norms of their peers. Such personality traits are developed during childhood and stay the same through their life (Kappeler et al., 1998). If no differences between recruits and police officers are observed it could provide support for this model and that individual personality can shape motivations and perceptions and not the socialization process of the job.

In order to gain a greater understanding of these issues, this current study explores the differences across motivations for pursuing careers in law enforcement and their perceptions of criminal justice issues across recruits and officers using a sample of 300 recruits and police officers from law enforcement organizations in the Southeastern United States. Research on motivations for pursuing a law enforcement career and perceptions of criminal justice issues can be informative for developing effective training methods, recruitment strategies, and policies related to police reform. In particular, by studying the differences in the motivations and

perceptions of criminal justice practices across recruits and police officers, this study can help shed light on whether police perceptions are the result of a predisposition or socialization model. If the results indicate variations in perceptions of criminal justice issues across the two groups it would provide evidence of the socialization process of police behavior. However, if no differences are revealed across the two groups, there would be evidence of a predisposition model that indicates that there are static personality traits that influence police motivations and perceptions.

Chapter 2: Literature Review

Motivations for Pursuing a Law Enforcement Career

Motivations for becoming a police officer have been examined in empirical studies since the 1950s (Raganella & White, 2004; Lester, 1983; White et al., 2010; Foley et al., 2008; Hageman, 1979; Meagher & Yentes, 1986). Many of these studies have examined the motivations for seeking law enforcement careers in samples of police recruits and officers in both the United States and internationally. These studies have been beneficial for both bringing to light the factors that have influenced decisions to pursue law enforcement careers and how these decisions might differ depending on such factors as the officers' race or gender (White, Cooper, Saunders, & Raganella, 2010; Meagher & Yentes, 1986; Raganella & White, 2004; Lester, 1983). Studies that have examined the motivational differences between officers' race and gender have been valuable in informing effective recruitment strategies (Raganella & White, 2004; White et al., 2010; Foley et al., 2008; Moon & Hwang, 2004; Wu et al., 2009).

Motivations for pursuing a law enforcement career: Recruit samples.

Lester's (1983) study of 128 male police recruits found that the most important motivational factors reported by respondents were helping others, job security, companionship with co-workers, enforcing the laws, and fighting crime. The least influential factors were that the job carries power and authority, friends and relatives who are police officers, and lack of other job alternatives (Lester, 1983). Lester's study was conducted among recruits who were in training at a state police academy. The study used a survey instrument with 15 different motivations for joining the police force. A Likert scale was used (1 = unimportant to 5 = very important) for participants to indicate how important each item was to their becoming a police

officer (Lester, 1983). Lester's survey has been adapted for use in several studies since 1983 (Raganella & White, 2004; Foley et al., 2008; White et al., 2010).

A later study conducted by Raganella and White (2004), using a version of Lester's survey, found the most important motivational factors were the opportunity to help people, job security, and job benefits. Items that were rated as least important were the military structure of police, lack of other career alternatives, and salary. This study was done on a sample of 278 police recruits from an academy in New York City. The researchers distributed surveys to a convenience sample approximately one month before their scheduled graduation (Raganella & White, 2004). Their survey instrument included 18 motivation items that might explain a recruit's decision to enter law enforcement. Additionally, this study used a three-point Likert scale (1 = no influence to 3 = very influential) for participants to rate the level of influence that each item had over their decision to become a police officer (Raganella & White, 2004).

In another replication of Lester's study, Foley and colleagues (2008) compared a new sample (N = 131), consisting of both police recruits and recent graduates, to Lester's original data (recruits; N = 128). The authors had several goals, which included testing the stability of motivations over time. They found slight changes in the rankings of different items, however; the most important motivational factors for pursuing law enforcement careers were still the opportunity to help people, job security, excitement of the work, crime fighting, and the prestige of the profession (Foley et al., 2008). Similarly, the least influential items included power and authority, influence of family or friends, and lack of other career alternatives. Despite the differences in study populations, Foley et al. (2008) found the same results as Lester's (1983) original study. Foley et al., (2008) performed their study at a northeastern state police academy, using the original survey from Lester's (1983) study. Slight differences were found when

comparing the answers from the two samples. For instance, Foley et al.'s (2008) sample placed more importance on several items such as, military structure, early retirement, excitement of the work, autonomy, and good pay. While results from this study show that motivations for becoming a police officer have stayed stable, their level of importance has changed marginally (Foley et al., 2008).

There have also been several international studies conducted in order to research police officers' motivations for choosing a career in law enforcement. These studies have been helpful in illustrating that the motivations for pursuing a career in law enforcement are universal (Tarng et al., 2001; Wu et al., 2009; Moon & Hwang, 2004; Ozcan & Caglar, 2016). Additionally, the international studies showed that police officers' roles and duties are similar to those of officers in the United States (Tarng et al., 2001). However, they also highlight some cultural differences such as the importance other cultures place on parental influence. The international studies are reviewed here despite this difference, as the research on motivations is limited and these studies comprise a substantial amount of the research conducted on this topic. A study of 220 Taiwanese recruits reported that the most important factors were good salary and fringe benefits of the job, influence of parents, and job security. On the other hand, the least influential items included no other career choice and influence of classmates or close friends (Tarng et al., 2001). This study was performed using a survey consisting of nineteen motivators. Motivations for becoming a police officer were measured using a five-point Likert scale ranging from "strongly agree" to "strongly disagree" (Tarng et al., 2001). The sample was taken from freshman at the Central Police University located in Taiwan (Tarng et al., 2001). This study found that one of the most important motivating factors for recruits to become police officers was the influence of

parents. Chinese culture underscores the magnitude of children complying with their parents. This holds true for choosing a career as well (Tarng et al., 2001).

Another study done in China used a survey method to collect the responses of students at a Chinese police university. The school has both three and four year programs for the following categories criminal investigation, forensic sciences, public security, traffic management, law, computer science, police/public administration, police command/combat, and technology (Wu et al., 2009). This survey was given to a sample of 182 recruits. Their survey addressed several different areas including motivations for choosing law enforcement as a career. The authors measured respondents' motivations by asking 19 questions that were rated using a five-point Likert scale, which ranged from disagree strongly to agree strongly (Wu et al., 2009).

Motivations for joining the police department measures were divided into five categories: job security and economic benefits, job quality and job functions, power and prestige, influence of others, and drifting into the profession or dream since childhood (Wu et al., 2009). This study found that the most motivating factors included job security, steady salary, parental influence, helping people, and law enforcement. The least motivating factors were friends' influence, siblings' influence, teachers' influence, trying job just to see if it fits, and no other choices (Wu et al., 2009). Two of the categories contained seven of the top ten motivators for recruits: job security/benefits and job quality/functions (Wu et al., 2009). Job security and benefits consisted of the following factors steady salary (rank = 2), job security (rank = 1), good salary/benefits (rank = 7), and early retirement with pension (rank = 13). The category job quality and functions contained the factors - excitement of the work (rank = 9), crime fighting (rank = 6), helping people (rank = 4), and law enforcement (rank = 5) (Wu et al., 2009). Unlike other studies, this

study found that job authority and power was not one of the least motivating factors. Power and authority was ranked tenth in this study (Wu et al., 2009).

A study performed in South Korea was done using a sample of 410 police recruits. A survey with eighteen different motivating factors was used. Recruits were asked to rate each factor using a five-point Likert scale, which ranged from strongly disagree to strongly agree (Moon & Hwang, 2004). The authors discovered that the responses were grouped into four main categories. These categories were influence from others; job security and steady salary; authority and law enforcement; and intrinsic qualities of the job (Moon & Hwang, 2004). This study found that the number one reason recruits chose to join the police force was job security and steady salary, which included the following specific factors; need for a steady salary; good salary and benefits; and security of the job. The second largest category was intrinsic qualities of the job, which included excitement and adventure; fight crime; and helping people (Moon & Hwang, 2004). Influence from others was the category that received the least amount of support from respondents. This category included items such as, parental influence, relatives' influence, teachers' influence, and siblings' influence (Moon & Hwang, 2004). Interestingly, the category for authority and law enforcement did not contain the least influential factors. The factors belonging to this category included working with autonomy, prestige and status, law enforcement, and authority and power (Moon & Hwang, 2004).

In a Turkish study performed at a police academy, researchers distributed the survey to a sample of 1,041 students at the academy, including 293 first year students, 262 second year students, 269 third year students, and 182 students in their final year (Ozcan & Caglar, 2016). Consistent with some of the findings from past studies, this study found that the highest motivators for choosing a career in policing were steady salary, guaranteed job, lack of other

choices, and influence of family members. Unfortunately, many of the respondents regretted their decision due to the lack of respect shown for the profession and the dangerousness of the job (Ozcan & Caglar, 2016).

In sum, while these studies may have diverged in their samples and motivation measures, the findings suggest that, on average, recruits chose a career path in law enforcement for mainly altruistic, humanitarian, and pragmatic interests. For example, several studies showed that the main reasons reported for choosing a police career were helping others, steady salary and benefits, job security, enforcing the law, and crime fighting (Raganella & White, 2004; Foley et al., 2008; Lester, 1983; Wu et al., 2009; Moon & Hwang, 2004; Tarng et al., 2001). Alternately, there was no strong evidence to indicate that police work attracts people with authoritarian personalities (Raganella & White, 2004). Many of the studies have also found that measures of power and authority were among the least important factors to have influenced recruit motivations (Raganella & White, 2004; Foley et al., 2008; Lester, 1983; Tarng et al., 2001). Moreover, despite the cultural differences, findings from the international studies also mirrored those conducted in the United States. For instance, these studies found the highest motivating factors to be job security and steady salary (Moon & Hwang, 2004; Wu et al., 2009; Tarng et al., 2001). Further research using samples from the United States would be valuable in order to see if these patterns have remained stable over time.

Motivation for pursuing a law enforcement career by gender and race: Recruit samples.

Expanding on previous research, some studies have investigated the role that certain individual officer-level characteristics might play in motivating a person to choose law enforcement as a career in order to examine whether there were differences in motivations across

certain sub-groups of police officers. For instance, Lester (1983) found that there were significant differences in motivations across race and gender. He reported that white males ranked the military structure and job security lower than the minority (i.e., black, Hispanic, American Indian, and Asian) males. In addition, the item “having friends and relatives as police officers”, was ranked higher by the white recruits than the minority recruits. In comparison to males, female participants placed more importance on the service-related items such as the opportunity to help people, fighting crime, and enforcing the laws (Lester, 1983).

In another study done on recruits, males and females ranked the same items as their most important and least important, with only minor changes to the order of the rankings (Raganella & White, 2004). Although there were many similarities, t-tests analyses produced several statistically significant results, which indicated that there were gender differences in the importance of several other motivational factors. Race comparisons also showed a remarkable similarity. Hispanic, black, and white recruits all listed the same three items as their most influential factors: the opportunity to help people, job security, and job benefits. All three groups also listed the same three least influential factors including the lack of other career opportunities, the military structure, and the salary (Raganella & White, 2004).

In their analysis, Foley et al. (2008) found that the minority recruits ranked two items significantly higher than White participants: opportunities for advancement and ability to work on one's own with autonomy. These findings indicate that these two items were more likely to motivate Minority recruits. Gender comparisons also produced two statistically significant results. Females ranked the item regarding advancement higher than males, but placed having a friend or relative as a police officer below the ranking of males (Foley et al., 2008).

In a study of Taiwan recruits, some differences also emerged across gender (Tarng et al., 2001). Though both males and females reported being influenced by good salary and fringe benefits and the influence of parents, males were more influenced by the chance to fight crime, while females were motivated by the security of the job. Further, males listed no other choice and working on your own with autonomy as their least important factors. Females, like males, also listed no other choice but that was the extent of their similarity. The remaining factors that provided the least motivation for females were the influence of classmates or close friends and the influence of teachers (Tarng et al., 2001).

In a Chinese survey study of 182 recruits, six personal characteristics were measured to see if they affected their motivations to join law enforcement (Wu et al., 2009). These six characteristics included, age, gender, education, family SES, having a family member as a police officer and physical capability. The first four background characteristics, including gender, did not produce any significant results (Wu et al., 2009). However, recruits who already had an officer as a family member were less inclined to join the police to fight crime, to help people, or to enforce the law. While those who were in better physical condition, were more likely to choose the law enforcement profession for the same reasons (Wu et al., 2009). In sum, for this study, background characteristics, such as gender, did not appear to have a large impact on motivations in recruits illustrating that motivations for pursuing law enforcement careers are the same for males and females.

A study among South Korean recruits also utilized survey data to determine if personal characteristics, like gender, affected motivations to join the police force (Moon & Hwang, 2004). Based on their analysis, Moon and Hwang (2004) reported that female recruits were more influenced by spouses or other family members and were more likely to choose policing as a

career for salary or security reasons. Recruits with only a high school education were more apt to choose police work because of the excitement and crime fighting. Having an officer in the family was positively associated with choosing policing as a career and the study found that officers from middle income families were more easily influenced by their families (Moon & Hwang, 2004). On average, personal characteristics from this South Korean study played a larger role in determining the motivations for joining the police force than Wu et al.'s study (2009). However, the gender findings from both Moon and Hwang (2004) and Wu et al. (2009) were supported in Tarng et al. (2001).

In sum, prior research has shown that there are various reasons for why police recruits make the decision to become a police officer. Many of the studies listed at least one, if not all, of the following factors in their top three motivators; helping others, job security, and job benefits (Raganella & White, 2004; Moon & Hwang, 2004; Wu et al., 2009; Foley, Guarneri, & Kelly, 2008; Tarng et al., 2001). Other factors that were deemed important, by many different studies, were excitement of the work, fighting crime, and prestige of the profession. The least important motivational factors included a lack of other career alternatives, influence from friends or teachers, and the job carries power and authority (Moon & Hwang, 2004; Raganella & White, 2004; Tarng et al., 2001; Foley et al., 2008; Wu et al., 2009; Lester, 1983).

Motivation for pursuing a law enforcement career: Officer samples.

Although most of the research examining motivations for choosing a career in law enforcement have been conducted on academy recruits, there has been some examination into the motivations to pursue law enforcement careers among samples of police officers who have completed their academy training. This research is beneficial as it brings to light whether motivations remain stable over time. Motivations might change for many reasons; officers could

rank their motivations differently with the passage of time and given the increased scrutiny from the public (Foley et al., 2008). Additionally, they could change due to the police subculture or a feeling that their original motivations were not fulfilled (White et al., 2010). Moreover, as in Garner's (2005) study perhaps officers are unaware of the reason for the change in their attitudes.

Research on law enforcement officers' motivations for choosing a career in policing found that, like for the studies on recruits, helping others, was the most often cited reason for becoming a police officer (White et al., 2010; Meagher & Yentes, 1986; Hageman, 1979; Foley et al., 2008). The second item most frequently cited was job security, while the least important factors that were universal across studies included power and authority and a lack of other career alternatives (Meagher & Yentes, 1986; White et al., 2010; Foley et al., 2008).

In particular, a study performed on 278 New York City Police Department officers found the following factors to be the most important: job security, job benefits, early retirement, opportunities for advancement, and opportunity to help people. The items of least importance were power and authority, a lack of other career alternatives, and the military structure (White et al., 2010). This study was performed using police officers in New York City who met specific requirements. Only officers who were members of an earlier, specified police academy class could participate. Participants were required to have been among the officers who began the police academy in July 2001 and graduated in June 2002 (White et al., 2010). The survey consisted of eighteen reasons for becoming a police officer where participants were asked to indicate their level of agreement. A three-point Likert scale was used which included "no influence", "some influence", and "very influential" (White et al., 2010).

Another study consisting of a police officer sample was performed at a police academy in Issaquah, Washington. For this study, the researcher disseminated the survey to two graduating

classes of a 14-week basic law enforcement academy (Hageman, 1979). The sample included 70 male police officers who were already employed by various police departments. These officers had been members of their respective departments for five years or less but were in the academy to satisfy state training/education mandates (Hageman, 1979). The survey questionnaire contained eight items for participants to rank using a 4-point Likert scale, which included very important, somewhat important, not very important, and not considered at all. Items that were listed for ranking included helping the public, law enforcement, accomplishment of something worthwhile, influence of friends, influence of family, steady job, adventure and excitement, and previous law enforcement experience (Hageman, 1979). Additionally, respondents were asked to indicate the main reason for joining the police force from a list of twelve items. These items included all of the motivators from the above list, except for the influence of friends and family. In addition, the following items were also included: to use as a stepping stone, job satisfaction, independence, work is interesting and varied, own aptitude and abilities, and none (Hageman, 1979).

Results from Hageman's (1979) study show that the majority of participants found accomplishing something worthwhile (77.1%), helping the public (65.7%), and enforcing the law (50.0%) to be "very important" motivators. On the other hand, most of the respondents indicated that the items previous police experience (48.7%), influence of family (68.6%), and influence of friends (67.2%) were "not considered at all". The study also found that the main reasons for joining the police force were accomplishing something worthwhile, helping the public, and adventure and excitement (Hageman, 1979).

Meagher and Yentes' (1986) study also provides insights into the motivations for pursuing police careers. Using a sample of 54 police officers from two Midwestern police

departments, they gave a survey consisting of thirty-three statements to the respondents to rank on a five-point Likert scale, which ranged from strongly agree to strongly disagree (Meagher & Yentes, 1986). These statements were broken into three categories including personal reasons for choosing a career in policing, reasons why men might have chosen policing as a career, and reasons why women might have chosen policing as a career. Results show that the highest motivators for joining the police force were helping people, job security, crime fighting, and excitement of the job (Meagher & Yentes, 1986). However, the least motivating factors were influence of friend/family, authority/power, no other job opportunities, and because it is a male occupation.

Unlike the recruit samples, the respondents from law enforcement officer samples appeared to be motivated by the more practical reasons. For instance, while officers still placed altruistic reasons high on the scale, they were not ranked as high as they were for recruits. An example of this is the item opportunity to help people that was no longer ranked number one on many of the most important lists (White et al., 2010). Instead the opportunity to help people went from being ranked first to being ranked fifth. While this could be caused by methodological factors such as different samples or procedures, it could also be due to differences between recruits and officers. For instance, integration into the police subculture and the accompanying cynicism could account for some of these differences.

Motivation for pursuing a law enforcement career by gender and race: Officer samples

In addition to studying officers' motivations for choosing a career in law enforcement, White et al. (2010) also investigated whether there were differences in the motivations across the officers' race and gender. From their study, they reported that, there were no major differences found across male and female officers. For instance, both males and females agreed on the rank

and order of their most important factors: job security, job benefits, and early retirement. The classification of least important factors, which included a lack of other career alternatives, power and authority, and structured like the military, was also agreed on among males and females, but they were ranked slightly differently by each (White et al., 2010). In addition, Black, Hispanic, and White officers also agreed on the most important factors, though they were ranked differently for each. For instance, all racial and ethnic groups reported that job security, job benefits, early retirement, and opportunities for career advancement influenced their decision to pursue a career in law enforcement. Least influential items were also agreed upon in both rank and order including: power and authority, lack of other career alternatives, and structured like the military (White et al., 2010).

Meagher and Yentes (1986) also examined the differences in motivations across gender. The results from this study show that there are slight differences for choosing a career in policing among female and male police officers. Females indicated that the highest motivating factors were helping people, job security, excitement of the work, and fighting crime (Meagher & Yentes, 1986). While males listed helping people, job security, fighting crime, and excitement of the job as the most important reasons for joining the police force. Both males and females ranked the same three items as the least influential motivators: authority/power, no other job opportunities, and because it is a male occupation. However, the order of the rankings was slightly different (Meagher & Yentes, 1986). Male officers ranked these items as: authority/power, no other job opportunities, and because it is a male occupation, while females ranked them as: authority/power, because it is a male occupation, and no other job opportunities. Other differences in the rankings were found in the items that were ranked five through eight (Meagher & Yentes, 1986). The males indicated the rankings as prestige of the job, lifetime

interest in the job, influence of friends/family, and salary/benefits of the job. While female officers ranked these items as lifetime interest, prestige of the job, salary/benefits of the job, and influence of friends/family (Meagher & Yentes, 1986).

In sum, comparisons in the motivations of male and female police officers are limited and have only been examined by a small number of studies. However, results from the available research suggests that there were high similarities across male and female officers and that on average there were only slight differences in their ranking of motivators (Meagher & Yentes, 1986; White et al., 2010). This is also true for comparing the motivations for choosing a career in policing across race. White et al. (2010) only found slight differences in the ranking of motivational items by race.

Unlike the research on recruits, there is a limitation with this line of research in that there are only a few past research studies that have examined the motivations for choosing careers in law enforcement among samples of police officers. Further, much of this research was performed prior to 1990 and therefore may not be generalizable to officers today who are working in a post 9-11 law enforcement environment. Additionally, while individual studies have looked at motivations to pursue careers among samples of recruits and officers, no past studies have examined and compared these groups within the same studies to see if any differences exist. By covering both groups this study builds upon past research by addressing this gap in the research.

Perceptions of Justice Among Police Officers

Another essential area of policing research has explored police officers' perceptions of different topics that are associated with policing, the criminal justice system, and the community. These particular studies are beneficial for allowing researchers to get a glimpse, and possibly understand the thought processes of police officers. Additionally, this line of research allows

officers to express their feelings and views on important justice areas. Perceptions of justice have been studied and measured in a variety of ways, yet the focus of such studies has largely concentrated on the public's perspective (Sancez & Rosenbaum, 2011; Weisburd, Greenspan, Hamilton, Williams, & Bryant, 2000; Jennings, Fridell, & Lynch, 2014), leaving the perceptions of academy recruits and law enforcement officers out of the focus of researchers' attention (Sanchez & Rosenbaum, 2011; Weisburd et al., 2000; Jennings et al., 2014). However, while understudied in comparison to the general public, there are several studies that have examined police officers' perceptions of justice across several important areas including: 1) ethics, 2) crime control, 3) community/citizens, 4) technology, 5) domestic violence, 6) mental illness, and 7) race. Each of these areas is valuable to explore as they can provide important insights into how officers perceive and interact with suspects and the community.

Perceptions of police ethics

There have been several studies that have investigated officers' perceptions of ethics. These studies have examined this issue by utilizing surveys that ask police officer respondents to rate certain acts or scenarios as ethical or unethical. Such studies have been valuable as they have brought to light how police officers viewed critical topics such as use of force and reporting the misconduct of other officers. In addition, these studies have shown that cross-cultural comparisons of police samples have similar findings indicating that police officers, regardless of nationality, share certain viewpoints (Khruakham & Lee, 2013; Andreescu, Keeling, Voinic, & Tonea, 2012; Andreescu, Keeling, Vito, & Voinic, 2012; Beck & Lee, 2002).

Based on past studies, law enforcement officers' perceptions of ethics, misconduct, or corruption have been associated with the seriousness of the specific offense. In other words, officers' views of misconduct change when they perceive incidents to be more serious violations.

(Khruakham & Lee, 2013; Andreescu, Keeling, Vito, & Voinic, 2012; Weisburd, Greenspan, Hamilton, Williams, & Bryant, 2000; Beck & Lee, 2002; Andreescu, Keeling, Voinic, & Tonea, 2012). In addition, their willingness to report another officer's misconduct was also found to be related to the seriousness of the offense (Khruakham & Lee, 2013; Andreescu, Keeling, Vito, & Voinic, 2012; Weisburd, Greenspan, Hamilton, Williams, & Bryant, 2000; Beck & Lee, 2002; Andreescu, Keeling, Voinic, & Tonea, 2012). For instance, when provided scenarios to rate, respondents across several studies and samples of police officers perceived that the most serious misconduct offense was stealing a watch from a crime scene and reporting that it was stolen. Other scenarios that were perceived as serious by officers included stealing from a wallet found at a crime scene and taking a bribe from a speeding motorist. (Khruakham & Lee, 2013; Andreescu, Keeling, Vito, & Voinic, 2012; Andreescu, Keeling, Voinic, & Tonea, 2012). Similarly, most studies reported that police officers perceived the least serious offense to be running an off duty business, receiving free meals or discounts, and receiving holiday gifts from store owners (Khruakham & Lee, 2013; Andreescu, Keeling, Vito, & Voinic 2012). Although police officers have reported that they view certain conduct to be unethical or against their police code, many officers reported that they would not turn in their fellow officers for that same behavior. Weisburd et al. (2000) reported that 24.9% of participants in their study did not feel like turning in another officer would be worth what they would have to put up with in return. Further, this same study reported that the majority of the sample (67.4%) believed an officer who informed on another officer would often be snubbed by their brethren officers. Finally, half of their sample (52.4%) replied that it is common to abstain from reporting on the misconduct of fellow officers (Weisburd et al., 2000). While officers take misconduct seriously, there is still a subcultural tendency not to turn each other in.

Studies that have examined police officers' use of force have been helpful in shedding light on a subject that has received much national media attention recently. These studies on police officers' perceptions have found that officers considered the use of excessive force to be unacceptable, but most would not report that behavior to a supervisor (Phillips, 2010; Micucci & Gomme, 2005; Weisburd et al., 2000). For instance, in Weisburd et al.'s (2000) study, the majority of officers (75.5%) did not believe it was acceptable to use more force on a suspect who had assaulted an officer. However, 61% responded that police officers do not always turn in fellow officers who abuse their authority, even if it qualifies as a serious violation. This same study reported that officers perceived their supervisors and police chiefs to be the first line of defense against excessive force and abuse of authority (Weisburd et al., 2000). A separate study found that younger officers were more likely to label incidents of force as excessive (Micucci & Gomme, 2005). These studies have all been performed using samples of police officers instead of recruits. The finding that younger officers may perceive use of force differently than more experienced officers illustrates the value of including academy recruits in these examinations along with seasoned officers.

Perceptions of crime control policies and practices.

Studies of crime control policies and practices have examined police officers' perceptions of various crime control methods such as community policing and broken windows policing (Harpaz & Herzog, 2013; Jenkins, 2016). These studies are valuable as they provide insight into how police officers think and feel about the effectiveness of these crime control policies. However, studies of police officers' perceptions on crime control policies and criminal justice practices are quite limited. According to the available research, on average, law enforcement officers tend to be supportive of community policing and broken windows policing (Jenkins,

2016; Sun, Cretacci, Wu, & Jin, 2009; Moon, 2006; Sun, Sobol, Cretacci, & Phillips, 2010). For instance, a Chinese study on 182 police recruits found that the respondents showed overwhelming support for community policing and preventative patrol. Additionally, the recruits believed that community building was an important part of police work (Sun et al., 2009). In a second study on 263 Chinese police recruits, respondents were compared to their U.S. counterparts (Sun et al., 2010). The Chinese recruits favored aggressive patrol over the order maintenance policing that the U.S. recruits supported (Sun et al., 2010). However, the study's authors noted that order maintenance policing policies are standard for all Chinese recruits so they would likely perceive them as customary instead of calling for additional consideration (Sun et al., 2010).

In another study that was conducted on 227 sworn U.S. police officers, from two different urban police departments, respondents showed support for both community policing and broken windows policing (Jenkins, 2015). Officers placed the most importance on crime mapping and problem solving with the community, but they showed little support for performing patrols by foot, bicycle, or Segway (Jenkins, 2015). The same study measured officers' perceptions of broken windows policing and the respondents showed staggering support for the main tenets of this policy. In particular, officers agreed that there is a strong link between disorder and fear of crime (79.7%). (Jenkins, 2015). Additionally, officers found that when communities breakdown they are left open to crime (91.7%) (Jenkins, 2015).

In addition to the studies on community policing and broken windows policing, other studies have examined police officers' perceptions of different criminal justice policies such as the sex offender registry and mandatory arrest policies. These studies are valuable as they offer insight into how officers view these crime control policies and offer first-hand knowledge on

their experiences. One practice that has not garnered much support, among police officers, is the sex offender registry. The registry, while popular with the public does not reach such high levels of support from police officers or police administrators (Tewksbury & Mustaine, 2013). Based on their study of 209 police officers in attendance at the Southern Police Institute, Tewksbury and Mustaine (2013) reported that officers did not believe that the registry was an effective means of deterrence, and thus was not suited for crime control. Further, Friday et al. (1991) conducted a study using 1,276 calls for service and interviews collected from 80 sworn officers to assess a new Spouse Abuse Law and a department's newly instituted arrest policy. From their study, they found that the majority of surveyed officers supported the policy. The authors reported that this support was due to officers' perceptions that they had a greater amount of control in domestic violence situations and their arrests were backed by command staff (Friday et al., 1991). These findings shed light on some police practices, but how police feel about other criminal justice policies and practices remains unknown.

Perceptions of the community and citizens

Citizens' perceptions of police are a subject that has often been studied, however; officers' perceptions of citizens have received less attention. In fact, there is a very small number of studies that have researched officer perceptions of the citizens that they are mandated to serve and protect. The actions of officers are always scrutinized in the media and by the community at large which can often cause strained relationships between the public and the police (Wolfe & Nix, 2016). For instance, one study of 522 police officers, from thirteen large cities, found that a significant minority (31%) of officers perceived citizens as hostile and disrespectful (Groves & Rossi, 1970). While, another 31% of officers perceived citizens to be accepting and 36% believed that the community was completely indifferent. The same study also found that officers

felt that they were being sent into enemy territory (Groves & Rossi, 1970). However, while this particular study is informative, it is important to note that it may not be generalizable as it was administered in the late 1960's prior to policing initiatives, such as community policing. Another study of 145 police officers from five police districts across Ghana researched police perceptions of the community. This study found that the majority (61%) of officers did not perceive citizens as cooperative (Boateng, Makin, & Yoo, 2014). Further, 54.3% of officers did not believe that the public respected or placed enough importance on the police role. In this same study, officers also reported that they did not believe the public complied with certain laws (Boateng et al., 2014). These laws included trash disposal (47.5% non-compliance), noise pollution (53.1% non-compliance), and purchasing stolen items (46.4% non-compliance). In summation, the available research shows that some samples of police officers do not feel that they have legitimacy in the eyes of the public. However, a limitation to the research on this subject is that the data is either outdated or from non-US samples which highlights that there is a need for these issues to be examined in an updated sample of U.S. police officers.

Perceptions of technology

An additional area of research on police perceptions has focused on police officers' views of different types of technologies such as body cameras and cell phone recordings (Jennings, et al., 2014; Kopak, 2014; Jennings, Lynch, & Fridell, 2015; Tanner & Meyer, 2015; Elliott & Kurtenbach, 2015). Research on police officers' perceptions of technology is fairly new and is therefore quite limited. The use of technology has become a vital part of society today and should be examined from officers' point of view, as police officers are currently faced with mounting pressure from the public and citizens who often record police actions via cell phones and other electronic devices (Tanner & Meyer, 2015; Kopak, 2014). One area of technology that

has become popular with the public is body cameras, which in certain jurisdictions are worn by officers at all times as a way to monitor police actions (Jennings, et al., 2015). Two studies conducted using 89 Orlando police officers investigated their perceptions of body worn cameras and found that they were supportive of the cameras (74.4%) (Jennings et al., 2015; Jennings et al., 2014). However 25.6% of officers felt that their behavior was affected by wearing the cameras. Additionally, 28.2% of officers responded that the body cameras affected the behavior of citizens in the community (Jennings et al., 2015; Jennings et al., 2014). However, the results showed that 41.0% believed the cameras had changed the behavior of their peers. Further, the majority of respondents did believe that cameras were beneficial for improving memory recall (92.3%), improved evidence collection (84.6%), identifying issues in need of improvement (79.5%), and reducing errors in reports (79.5%) (Jennings et al., 2015; Jennings et al., 2014). These two studies show that officers have found the body cameras to be useful for writing error free reports, however, they do not think that the cameras deterred their behavior in any way (Jennings et al., 2015; Jennings et al., 2014).

While body cameras may have the capacity to help mend the relationship between the police and the public by providing greater accountability of police behavior, cell phone videos may be creating a wider divide. For example, previous research shows that many officers are cynical or do not trust the intentions of citizens (Kopak, 2014). Additionally, a link has been established between police-community relations and the rise in cell phone recordings (Kopak, 2014). One such study was performed using 71 police officers across several U.S. states. In this study, Kopak (2014) found that a majority of officers in the sample (72%) equated citizens recording their actions with having a negative attitude towards the police. Additionally, several interviews with officers indicated that citizens used mobile phone recordings as an attempt at

intimidation (Kopak, 2014). The video recording of officers has become a contentious issue. First and Fourth amendment rights have been invoked in order to preserve the public's right to continue using mobile devices as recording instruments (Kopak, 2014). However, recently there have been new court decisions on the legality of these recordings. For instance, in the U.S. District Court for the Eastern District of Pennsylvania, a decision was recently handed down that stated that citizens do not have a First amendment right to record police without any expressive conduct or stated purpose (Fields v. City of Philadelphia, et al, 2016; Geraci v. City of Philadelphia, et al, 2016). Essentially, citizens do not have the right to record the actions of officers without a clear and expressed reason such as, challenging the conduct of police officers. Given the increase in the availability of recording technology on mobile phones and court cases focused on the legality of filming the police, more research focusing on how officers and recruits feel about being recorded during their police work would be useful for shedding more light on this issue.

Perceptions of domestic violence

Research on officers' perceptions of domestic violence provides valuable insight into the thoughts and experiences of police officers, which can be used to develop new policies or training methods for handling domestic violence situations. Past studies on officer perceptions of domestic violence suggest that these views are stereotypical in nature. For example, several studies on police officers found that many police officers believed that domestic abuse is the victims' fault and assume that victims will not cooperate (Gover, Paul, & Dodge, 2011; DeJong, Burgess-Proctor, & Elis, 2008). Other studies on police officers' perceptions of domestic violence found that many officers did not understand why domestic violence victims stay in situations where they are abused (Gover et al., 2011; DeJong et al., 2008). Further, these studies

showed that officers believed the victims would leave if they wanted to. These two findings may provide evidence that some police do not fully comprehend the complicated dynamics of domestic violence situations, which is evidenced by victim blaming (Gover et al., 2011; DeJong et al., 2008). One study that used narratives from 7,443 ride-alongs, with 209 police officers in Florida and Indiana, showed that domestic violence perceptions were also based on the victim's social class. In this study officers were overheard making derogatory comments about victims they perceived to be in a lower social class than the officers themselves (DeJong et al., 2008). These comments included derogatory statements such as: white trash, hillbillies, inbred, and brain dead. Based on their sample of police officers, Gover et al. (2011) reported that an overwhelming majority of officers (93.2%) felt that too many of the domestic violence calls were due to verbal family arguments. In addition, the study showed that most officers (83.5%) felt that domestic violence calls take too much time and effort (Gover et al., 2011). A different study of police officer perceptions of domestic violence was performed using a sample of 315 urban police officers (Logan, Shannon, & Walker, 2006). Using a Likert scale of 1 (strongly disagree) to 5 (strongly agree), the participants found that officers agreed with putting offenders into treatment ($\bar{x} = 3.3$) and with allowing the criminal justice system to handle these offenders ($\bar{x} = 4.2$) (Logan, Shannon, & Walker, 2006). These studies show that many officers view domestic violence as a lesser offense or one that is more of an annoyance than a crime. In turn, these perceptions could influence how police officers interact with victims of domestic violence and respond to these types of calls for service. Further research is required to develop targeted training methods that could aid in the reformation of such negative perceptions.

Perceptions of the mentally ill

The perceptions of people with mental illness are an important subject in the field of law enforcement as officers come into contact with mentally ill people several times per month (during the course of their work). Further, police departments have different ways of responding to calls for service concerning mental health issues such as mobile crisis teams, specially trained officers, in-house social workers, and criminalization of offenses committed by mentally ill offenders (Borum, Deane, Steadman, & Morrissey, 1998; Cotton, 2004). An officer's perception of a mentally ill person can often determine how an encounter is handled. Studies on police perceptions of the mentally ill have produced varied results. An American study of 452 police officers from Alabama and Tennessee found that many officers (50.2% = Birmingham; 45.5% = Knoxville; 54.3% = Memphis) believed the mentally ill were a large problem for them (Borum et al., 1998). This same sample felt that they were well prepared to handle calls from mentally ill people (52.1% = Birmingham; 78.1% = Knoxville; 65.4% = Memphis). While these officers felt that mental illness was a large problem for their cities, they did not find the mental health system (37.0% = Birmingham; 14.5% = Knoxville; 40.3% = Memphis) or the emergency room (29.7% = Birmingham; 38.1% = Knoxville; 49.1% = Memphis) to be helpful to them in dealing with these situations (Borum et al., 1998). In another survey study, performed in Midwest America on a sample of 92 police officers, participants were asked to rate items on a 5 point Likert scale ranging from strongly disagree to strongly agree (Cooper, McLearn, & Zapf, 2004). Officers in this study felt that it was their responsibility to handle mentally ill persons ($\bar{x} = 4.0$). However, they did not feel that they had support from their surrounding mental health agencies ($\bar{x} = 2.7$) (Cooper et al., 2004). Further, the sample responded that they would like to receive more training in how to handle mentally ill persons ($\bar{x} = 3.4$) (Cooper et al., 2004). A Canadian study by Cotton (2004) performed on a sample of 138 police officers, found officers to be more accepting

and tolerant of mentally ill people. For example, 75% of officers in this study responded that helping mentally ill persons should be part of community policing. Additionally, these officers (86.2%) believed the mentally ill should be dealt with in a more therapeutic manner (Cotton, 2004). On the other hand, studies of Greek and German police officers found that they perceived the mentally ill as violent and a threat to the community (Psarra et al., 2008; Litzcke, 2006). Studies in this area have produced varied results, thus further research is required. Additionally, there have not been any resolutions on how to best handle mentally ill individuals. It would be beneficial to know how officers feel, in order to develop effective training programs.

Perceptions of race

Officer perceptions of race both in the community and among those who are involved in police encounters is currently an important and highly scrutinized topic due to current events that are linked to police use of force among minority citizens (Wolfe & Nix, 2016). Even with this focus on perceptions of race among the police, few studies have been conducted in this area. However, the available research on these perceptions does indicate that officers view minority communities differently (Sanchez & Rosenbaum, 2011; Schlosser, 2013; Stephen & Lauri, 2005). For example, Sanchez and Rosenbaum's (2011) study, which used data from interviews with 40 police officers, reported that officers' perceptions were based on their belief that minorities have a negative attitude towards them. The study concluded from these interviews that officers felt unwelcome and misunderstood in minority communities (Sanchez & Rosenbaum, 2011). In another study that was conducted among 33 Midwest police recruits found that the recruits entered the police academy with strong views about racial minorities but those views changed by the end of their diversity training. For instance, at the beginning of the diversity training, many of the recruits believed that there was an association between racial minorities

and crime (Schlosser, 2013). When the training was over, some of the recruits reported that their views had changed while some did not. Further, many reported that they did not see color (Schlosser, 2013). Additionally, many perception changes were also associated with use of force against minorities. Many respondents in the sample responded that their views did not change because they did not believe they were racist, thus it would have no impact on their policing (Schlosser, 2013). This study also noted that perceptions could also change once these recruits entered the workforce and were assigned a field training officer (Schlosser, 2013). Further research is required in order to obtain a more accurate view of police officers' and police recruits' perceptions of issues related to race and minority citizens.

In sum, past research is helpful for providing information on the factors that motivate individuals to pursue jobs in law enforcement. This research shows that on average officers pursue these jobs for altruistic purposes to help others or for job security. However, what is not known is whether recruit status influences this. The comparison of recruits to officers is beneficial for discovering any motivational changes in the two groups. Past studies have also been informative in helping us understand how officers think and feel about many factors related to their jobs and criminal justice practices. However, the research is piecemeal, as respondents were typically only surveyed on one topic at a time. Additionally, many of the sample sizes had very small numbers and none of the samples compared recruits to officers. Without the comparison of recruits to officers there is no ability to see if perceptions changed over time.

Current Study

The purpose of the current study was to extend past research and examine the factors that motivated individuals to pursue careers in law enforcement and police perceptions into a wide range of criminal justice policies and practices. First, this study examined motivations for

choosing a career in policing by replicating survey items from past research. However, this study expanded upon past research by comparing the motivations of recruits to those of police officers. This is important because significant differences across police officers' and recruits' motivations could shed light on the potential causes of these differences such as socialization into the police force and the potential influence that the police subculture or experience can have on motivations to become a police officer.

Second, this study examined the differences in perceptions of criminal justice issues among recruits and officers across a wide-range of topics including criminal justice practices, race and ethnicity, domestic violence, mentally ill, use of force, and ethics. By examining these and other issues, this study can add to the existing literature and help police researchers and practitioners understand how police officers and recruits view important criminal-justice related matters such as minority community members, domestic violence, and the efficacy of crime control policies.

This study used a sample of recruits and officers from a large Southeastern metropolitan area. The current study is the only study to examine these research questions using a sample comprised of both recruits and officers for comparison. Additionally, the sample included urban, suburban, and rural officers which increase the generalizability of the findings. Further, the survey instrument includes all of these questions in one study to allow for meaningful comparisons, which is unique to this study.

Hypotheses

This study examined differences across recruits' and police officers' motivations for joining the police department and their perceptions of criminal justice issues. Based on the

research outlined above and the measurements used in the current study, several hypotheses were drawn:

Hypothesis #1: Police recruits' motivations for joining the police department will be more altruistic than police officers' motivations.

Hypothesis #2: Police recruits will perceive criminal justice practices to be more effective than police officers.

Hypothesis #3: Police recruits will have less cynical reactions to criminal justice issues than police officers.

These hypotheses were drawn from research on the police subculture and socialization process which asserts that officers' perceptions of their job changes over time. For example, hypothesis 1, it is possible that officers' motivations could change after gaining some experience on the job. Additionally, for hypothesis 2, I expect this relationship because recruits have only received classroom experience while officers have experienced the practices first-hand. Because of this, officers are hypothesized to be more cynical of their effectiveness than recruits who have only had book learning to shape their perceptions. Finally, for hypothesis 3, police recruits were hypothesized to be less cynical as they have not seen or experienced any actual police work nor have they joined the police department to begin their socialization into the police subculture. Thus, police officers' perceptions to pertinent criminal justice issues are likely to be shaped by the experiences they have encountered through the years.

Chapter 3: Methods

Data

Data for this study were obtained through a convenience sample of sworn law enforcement officers and police recruits from eight police departments located near a large southeastern metropolitan area. The sampled police departments varied across locational setting and included departments from urban, rural, and suburban areas with city populations that ranged from approximately 5,000 to 900,000. In order to draw the sample of participants, a list of thirty police departments was created and then representatives from the departments (i.e., police chiefs, training officers) were contacted by either phone or email requesting their participation. A survey was administered online to respondents from departments that responded and agreed to participate. In some cases, a meeting was held with representatives from the department to go over the survey, procedures, and the uses of the data.

The survey instrument was prepared using Qualtrics which is a website that allows its user to build and administer surveys (Qualtrics, Provo, UT). Qualtrics also compiles data and runs analyses or allows the user to export the data for analysis elsewhere. Respondents were able to access and complete the survey through a link that was provided to each department contact and forwarded to the police recruits and officer respondents. Data for this study was collected from October 2015 to September 2016. Kennesaw State University's Institutional Review Board approved the project and any changes that were made during the course of the study (see Appendix A: The Cover letter). Informed consent was provided and all participation was voluntary, anonymous, and confidential. The survey link was accompanied with the study's informed consent cover letter and only individuals who consented to participate in the survey were given access to the survey questions; those who did not consent were sent to the end of the

survey. Participants completed the survey at their convenience and it took approximately 15 minutes for respondents to complete the online survey. The survey contained 9 demographic questions, 11 questions on motivations for pursuing a career in law enforcement, 41 questions related to training and training methods, 20 questions on perceptions of crime control methods questions, and 28 questions related to perceptions of justice (see Appendix B: The Survey Instrument). The survey was adapted using the qualifications for earning a certification through the Peace Officer Standards and Training (POST) Council and from several past studies (Jennings et al., 2014; Schlosser, 2011; Lester, 1983; Raganella & White, 2004; Gover et al., 2011; Weisburd et al., 2000; Haarr, 2001).

Dependent Variables

Motivations to pursue a career in law enforcement.

Motivations for becoming a law enforcement officer were measured using a 5-point Likert scale (1= not at all important, 2= very unimportant, 3= neither important nor unimportant, 4= very important, and 5 = extremely important) with nine items (see Table 1). Respondents were asked to rate the importance of nine factors that influenced their decision to pursue a career in law enforcement. Motivations that influenced decisions to pursue law enforcement careers included characteristics of police work such as helping others, fighting crime, and job security, among others. These questions were derived from the surveys of past studies on motivations for becoming a police officer (Lester, 1983; Raganella & White, 2004).

Table 1

Motivations to Pursue a Career in Law Enforcement

-
1. The opportunity to help people in the community
 2. Job security
 3. Opportunities for career advancement
 4. Prestige and status of the occupation
 5. Authority and power
 6. Influence of family or friends
 7. To fight crime
 8. Excitement of the work
 9. The salary and benefits
-

Note. Questions adapted from: “Why do people become police officers: A study of reasons and their predictions of success,” by David Lester, 1983, *Journal of Police Science and Administration*, 11(2), p. 171. and “Race, gender, and motivation for becoming a police officer: Implications for building a representative police department,” by A. J. Raganella & M.D. White, 2004, *Journal of Criminal Justice*, 32, p. 506.

Perceptions on the effectiveness of criminal justice policy.

Perceptions of criminal justice policies included a list of twenty criminal justice practices that participants were asked to rate on a 4-point Likert scale (1= very ineffective, 2= ineffective, 3= effective and 4= very effective). These practices included items from every facet of the criminal justice spectrum such as policing and community-based practices, the court system, and the correctional system.

Perceptions on the effectiveness of criminal justice policy: Policing methods.

Fourteen survey questions gauged respondents’ perceptions of the effectiveness of policing methods. These methods included items such as policies on mandatory arrests for domestic violence, hot-spot policing, community policing, stop and frisk, and DUI checkpoints (see Table 2 for a complete list of items).

Table 2

Criminal Justice Policies: Policing Methods

-
1. Mandatory arrest for domestic violence perpetrators
 2. Preventative patrol
 3. Hot-spot policing/Targeted patrol
 4. DARE (Drug Abuse Resistance Education)
 5. Foot Patrol
 6. Aggressive patrol/Broken Windows policing
 7. Community-oriented policing
 8. Neighborhood Watch
 9. Citizen Academies
 10. Hiring more police officers
 11. Less lethal weapons (i.e., tasers, pepper spray)
 12. Stop-and-frisk
 13. Code enforcement/Nuisance abatement
 14. DUI checkpoints
-

Perceptions on the effectiveness of criminal justice policy: Court and correctional practices.

The survey items of criminal justice practices included several that relate specifically to the court and correctional systems. These items were also evaluated using the same 4-point Likert scale (1 = very ineffective to 4 = very effective). Participants were asked to rate the effectiveness for several laws or other items relating to the court and correctional systems. These items included things such as the death penalty, the sex offender registry and sentencing laws (see Table 3 for a complete list of items).

Table 3

Criminal Justice Policies: Court System

-
1. The death penalty
 2. Sex offender registry
 3. Open carry laws (i.e., handguns, weapons)
 4. Sentencing laws (i.e., mandatory minimums, longer sentences three strikes)
 5. Correctional rehabilitation
 6. Drug courts
-

Perceptions of criminal justice issues

To assess respondents' perceptions of justice, participants were provided with a list of twenty-eight criminal justice-related statements and asked to rate them on a 5-point Likert scale (1= strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree). These statements were diverse in nature and included a wide-range of topics. There were six statements that evaluated perceptions of ethics and the use of force. Another six statements evaluated perceptions of race and ethnicity as they relate to law enforcement and police officers. There were five statements that addressed officers' views of technology as they interact with the public. Two statements evaluated the perceptions of domestic violence situations and one statement gauged perceptions of people with mental illness. Finally, five statements evaluated perceptions of community related to citizens' expectations and trust. This section of the survey was created by choosing and adapting questions from several different studies (see for example, Schlosser, 2011; Jennings et al., 2014; Gover et al., 2011; Weisburd et al., 2000; Haarr, 2001).

Perceptions of criminal justice issues: Ethics and use of force.

There were several statements in the survey pertaining to perceptions of the criminal justice issues related to ethics and use of force (see Table 4 for a list of survey items that pertain to this set of questions). Respondents were asked to rate their perceptions on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The statements asked participants to rate their level of agreement with specific ethical issues. These topics included statements related to following the rules, ethics training, and use of force. These questions were adapted from Weisburd et al. (2000).

Table 4

Perceptions of Criminal Justice Issues: Ethics and Use of Force

1. Effective policing requires strictly following the rules, guidelines, and procedures.
 2. As a police officer, I may occasionally bend the rules if the outcome is justified.
 3. Training in ethics is effective at preventing abuse of authority.
 4. Police officers are more likely to use physical force against poor people than against middle-class people in similar situations.
 5. Police are not permitted to use as much force as is often necessary in making arrests.
 6. It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer.
-

Note. These questions were borrowed from: “Police attitudes toward abuse of authority: Findings from a National study,” by D. Weisburd, R. Greenspan, E.E. Hamilton, H. Williams, & K.A. Bryant, 2000, *National Institute of Justice*, pp. 2, 6, & 7.

Perceptions of criminal justice issues: Race and ethnicity.

Officers and recruits were also asked to indicate their level of agreement with several statements regarding perceptions of criminal justice issues related to race and ethnicity (see Table 5 for list of survey items that pertain to this set of questions). Participants used a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) to indicate their level of agreement with each statement. The survey items for this section included measures related to racism and treatment of minority residents by the police. These items were adapted from several different studies measuring perceptions among police officers (Schlosser, 2011; Weisburd et al., 2000; Haarr, 2001).

Table 5

Perceptions of Criminal Justice Issues: Race and Ethnicity

1. Persons of different race and ethnic backgrounds are underrepresented in law enforcement.
2. The law enforcement profession has failed to meet the police service needs of ethnic minorities.
3. Police officers often treat whites better than they do blacks and other minorities.
4. Racism is a major problem in the U.S.
5. Race plays an important role in who gets arrested.
6. Undocumented citizens commit crime at higher rates than other populations.

Note. These questions were adapted from: “Impact of community policing training and program implementation on police personnel in Arizona,” by R.N. Haarr, 1995-1998, ICPSR version. “Police attitudes toward abuse of authority: Findings from a National study,” by D. Weisburd, R. Greenspan, E.E. Hamilton, H. Williams, & K.A. Bryant, 2000, *National Institute of Justice*, p. 6. and “Evaluating the Midwest police academy’s ability to prepare recruits to police in a diverse multicultural society,” by M.D. Schlosser, 2011, (Doctoral dissertation, University of Illinois).

Perceptions of criminal justice issues: Technology.

Participants were also asked to rate their level of agreement with several statements regarding perceptions of criminal justice issues related to technology (see Table 6 for list of survey items that pertain to this set of questions). Items related to technology and media were assessed using a 5-point Likert scale (1= strongly disagree to 5= strongly agree). Statements regarding perceptions of technology included topics such as body cameras and cell phones. Additionally, this section included a question regarding officers’ perceptions of newspapers as they are part of the media. These questions were adapted from Jennings et al., (2014).

Table 6

Perceptions of Criminal Justice Issues: Technology

1. Wearing a body camera would make me feel safer.
2. Officer worn body cameras would reduce citizen complaints.
3. Officer worn body cameras would reduce use of force against citizens.
4. The newspaper typically presents the police in an unfavorable manner.
5. Mobile phone technologies have made it more difficult for police to do their job.

Note. These questions were adapted from: “Cops and cameras: Officer perceptions of the use of body-worn cameras in law enforcement,” W.G. Jennings, L.A. Fridell, & M.D. Lynch, 2014, *Journal of Criminal Justice*, 42, p. 555.

Perceptions of criminal justice issues: Domestic violence and mental illness.

Other perceptions of criminal justice issues in the survey addressed topics related to domestic violence and mental illness (see Table 7 for list of survey items that pertain to this set of questions). Each of these categories was assessed using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Officers and recruits were asked to indicate their level of agreement to three statements relating to family violence and mental illness. The questions for this section were adapted from Gover et al. (2011).

Table 7

Perceptions of Criminal Justice Issues: Domestic Violence and Mental Illness

-
1. Family violence occurs more in poor families.
 2. Family violence is a private matter.
 3. Most people with a serious mental illness are violent.
-

Note. These questions were adapted from: “Law enforcement officers’ attitudes about domestic violence,” by A.R. Gover, D.P. Paul, & M. Dodge, 2011, *Violence Against Women*, 17(5), p. 627.

Perceptions of criminal justice issues: Community.

Perceptions of criminal justice issues regarding the community and citizens were measured using five different statements (see Table 8 for list of survey items that pertain to this set of questions). Officers rated their level of agreement using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). These statements included topics that were related to community trust and respect for the police. Questions from this portion of the survey were adapted from Haarr (2001).

Table 8

Perceptions of Criminal Justice Issues: Community

-
1. Citizens will never trust police enough to work together effectively.
 2. Most people do not respect the police.
 3. Police officers should work with citizens to try and solve problems in their beats.
 4. Police officers have reason to be distrustful of most citizens.
 5. Citizens' expectations of what police do to solve crime and neighborhood problems are unrealistic.
-

Note. These questions were adapted from: "Impact of community policing training and program implementation on police personnel in Arizona," by R.N. Haarr, 1995-1998, ICPSR version.

Independent Variables

The primary independent variable for this study was whether participants were academy recruits or law enforcement officers. Recruit status was operationalized based on a survey question that asked respondents whether they had completed their academy training. Anyone who responded no to this question was then coded as a recruit. To those who responded no, a follow-up question was then asked about how many weeks of academy training had been completed (see Table 9 for this survey item). Law enforcement officers were operationalized with this same question regarding completion of academy training, anyone who responded yes to this item was coded as a law enforcement officer. A response of yes was followed up with a question asking respondents how many years they had been employed at their current agency (see Table 10 for this survey item). It is important to recognize that there are limitations related to these operationalizations. For example, after graduating from the police academy and upon beginning their first assignment, officers must complete field training (Caro, 2011). Police departments vary in their classification of officers, during this phase of training. Some jurisdictions label field trainees as police officers, while others still consider field trainees to be police recruits (Caro, 2011). Thus, there are other ways in which this item can be measured

(Caro, 2011). However, for the purposes of this study, a self-reported measure of recruit status was employed. A person was defined as being a recruit if he/she had not yet completed their police academy and a police officer was defined as anyone who has already graduated from the police academy. This operationalization resulted in a final sample of 80 recruits and 220 police officers (see Table 11).

Table 9

Completed Academy Training: "No"

How many weeks of academy training have you completed?

1. 1-2 weeks
2. 3-4 weeks
3. 5-6 weeks
4. 7-8 weeks
5. 9 or more weeks

Table 10

Completed Academy Training: "Yes"

How many years in your current agency?

1. Less than 1 year
2. 1 to 2 years
3. 3 to 4 years
4. 5 or more years

Table 11

Recruits and Law Enforcement Officers

	N (%)
Recruits	80 (26.7%)
Law Enforcement Officers	220 (73.3%)
Total Sample	300

In addition to officer status (i.e., recruit vs. police officer), this study also employed two other independent variables: race and gender. Since many past studies on motivations for pursuing careers in law enforcement have examined whether there are differences across race and gender, this study includes a replication of this past research (Lester, 1983; Raganella & White, 2004; Wu et al., 2009; Tarng et al., 2001; Moon & Hwang, 2004; Foley et al., 2008; White et al., 2010; Meagher & Yentes, 1986). Gender was a dichotomous measure (male and

female). Race was assessed through a question that asked participants about their ethnic background: 1) Black/African American, 2) Hispanic/ Mexican American, 3) White/ Caucasian, and 4) Other, please specify. In this analysis, this variable was recoded into two different groups: white and minority.

Sample Characteristics

Sample characteristics for this sample are provided in Table 12. Demographics were measured using several questions that gauged the following individual-level characteristics: gender, ethnicity, marital status, age, education, military experience, and first generation police officer (see Table 14). The sample consisted of mostly males (83.6%). Additionally, the majority of participants were Caucasian (54.9%) however a significant minority (45.1%) responded that they were a non-white minority. Most participants responded that they were married (56.4%) or in a committed relationship (20.6%). Respondents' education fell mainly into two categories; some college or technical school (34.3%) and bachelor's degree (33.3%). The large majority of the sample did not have prior military experience (68.9%) and were first generation police officers (74.9%). More than half of the recruits (56.3%) had been in the academy for 9 or more weeks, however a significant proportion (36.3%) responded that they had only been in the academy for 3-4 weeks. The majority (77.7%) of law enforcement officers replied that they had been on the job for 5 or more years.

Table 12
Sample Characteristics

	Total Sample		Recruits		Officers	
	N	%	N	%	N	%
Gender						
Male	249	83.6	64	80.0	185	84.9
Female	49	16.4	16	20.0	33	15.1
What is your ethnic background?						
Minorities	134	45.1	65	81.3	69	31.8
White/Caucasian	163	54.9	15	18.8	148	68.2
What is your current marital status?						
Single – not in a committed relationship	49	16.6	29	36.7	20	9.2
Single – in a committed relationship	61	20.6	34	43.0	27	12.4
Married	167	56.4	14	17.7	153	70.5
Divorced/Widowed	19	6.4	2	2.5	17	7.9
Age (mean; standard deviation)	38.64	10.58	27.68	5.37	42.67	9.06
What is the highest level of formal education you have completed?						
High school graduate or equivalent (GED)	40	13.5	10	12.8	30	13.7
Some college or technical school, but did not graduate	102	34.3	25	32.1	77	35.2
Associate's Degree	32	10.8	10	12.8	22	10.0
Bachelor's Degree	99	33.3	28	35.9	71	32.4
Graduate or Professional Degree	24	8.1	5	6.4	19	8.7
Do you have prior military experience?						
Yes	93	31.1	15	18.8	78	35.6
No	206	68.9	65	81.3	141	64.4
Are you a first generation police officer?						
Yes	224	74.9	61	76.3	163	74.4
No	75	25.1	19	23.8	56	25.6
Recruits, length of time in academy						
1 – 2 weeks			1	1.3		
3 – 4 weeks			29	36.3		
5 – 6 weeks			3	3.8		
7 – 8 weeks			2	2.5		
9 or more weeks			45	56.3		
Law enforcement officers, length of time on the job						
Less than 1 year					16	7.3
1 – 2 years					18	8.2
3 – 4 years					15	6.8
5 or more years					171	77.7

Analysis

In order to examine whether there were significant differences across recruits and law enforcement officers for motivations related to pursuing a career in law enforcement and perceptions of criminal justice policies and issues, both univariate and bivariate analyses were conducted. For the univariate analyses, percentages and frequencies were conducted on all dependent variables. Bivariate analyses including t-tests for independent samples in order to measure the difference in means across various groups including police recruits and police officers, male and female officers, and white and minority officers. This method was the appropriate analysis to use since the current study compared the means of dependent variables for two independent groups (Cottler, O'Leary, Nickle, Reingle, & Isom, 2014).

Findings are reported for the entire sample and then by sub-samples for each of the dependent variables to facilitate comparisons across categories of the independent variables. Means related to motivations for pursuing careers in law enforcement were compared by gender, race, and recruit status while all of the perceptions variables were compared by recruit status only. By running these analyses this study was able to assess and measure if there were any significant differences in the motivations for pursuing law enforcement careers across recruits and officers, as well as, across the genders and races. Additionally, this analysis strategy allowed this study to examine if there were significant differences in the perceptions of justice across the sample of recruits and officers.

Chapter 4: Results

Motivations for Pursuing a Career in Law Enforcement for the Full Sample

Results from the analyses examining the motivations for pursuing a career in law enforcement are presented in Table 13. These results are consistent with the prior research on police officers' and police recruits' motivations for joining the department, in several ways. For instance, like prior studies, the desire to help people was the primary reason that influenced respondents' decisions to join the police force. Additionally, the current study's findings for least motivating factors also supported previous research. The two least influential factors reported by respondents were influence from family or friends and power and authority. This study found that the majority of officers and recruits were motivated by both altruistic and practical factors such as helping people, job security, fighting crime, and career advancement.

Most participants (54.3%) felt that it was "extremely important" to join the department in order to help people while 39.0% thought that it was "very important". Participants were also highly motivated by job security and career advancement. The majority of respondents (45.8%) answered that job security was a "very important" motivator for joining the department and 35.1% felt that it was "extremely important". Similarly, 44.1% reported that career advancement was a "very important" motivator and 36.9% responded that it was "extremely important". Another factor that was strongly associated with motivations for becoming a police officer is the item to fight crime. The overwhelming majority of police officers and police recruits responded "very important" (51.7%) or "extremely important" (41.3%) to this question. Additionally, the majority of the officers and recruits were motivated by the excitement of police work, with most

of their responses falling into the “very important” (48.3%) and “extremely important” (31.3%) categories.

Salary and benefits was among one of the highest ranked motivators in prior research studies. Results from this study show, however, that this item was not ranked as highly among these participants (37.5% “very important”; 18.1% “extremely important”). In addition, the item authority and power, which was among the least ranked motivators in previous studies was also found to be among the least influential factors when choosing their career (13.4% “very important”; 5.0% “extremely important”) among the current sample. Mean scores for each item also shed light on the factors that motivated individuals to pursue jobs in law enforcement (see Table 13). The highest ranking item was for helping people ($\bar{\chi} = 4.46$), followed by: to fight crime ($\bar{\chi} = 4.32$), career advancement ($\bar{\chi} = 4.15$), job security ($\bar{\chi} = 4.13$), excitement of the work ($\bar{\chi} = 4.06$), salary and benefits ($\bar{\chi} = 3.57$), prestige and status ($\bar{\chi} = 3.36$), family or friends ($\bar{\chi} = 2.96$), and authority and power ($\bar{\chi} = 2.62$).

Table 13

Motivations for Pursuing a Career in Law Enforcement for the Full Sample

	Not at all Important	Very Unimportant	Neither Important nor Unimportant	Very Important	Extremely Important
	% (n)	% (n)	% (n)	% (n)	% (n)
To help people	0.3% (1)	0.7% (2)	5.7% (17)	39.0% (117)	54.3% (163)
Job security	1.0% (3)	0.7% (2)	17.4% (52)	45.8% (137)	35.1% (105)
Career advancement	0.7% (2)	1.4% (4)	16.9% (50)	44.1% (130)	36.9% (109)
Prestige and status	8.1% (24)	7.4% (22)	40.9% (122)	27.9% (83)	15.8% (47)
Authority and power	24.4% (73)	12.7% (38)	44.5% (133)	13.4% (40)	5.0% (15)
Family or friends	19.7% (59)	7.7% (23)	39.7% (119)	22.7% (68)	10.3% (31)
To fight crime	0.7% (2)	1.0% (3)	5.3% (16)	51.7% (155)	41.3% (124)
Excitement of work	1.7% (5)	2.0% (6)	16.7% (50)	48.3% (145)	31.3% (94)
Salary and benefits	5.0% (15)	6.7% (20)	32.8% (98)	37.5% (112)	18.1% (54)

Motivations for pursuing a career in law enforcement for the full sample and subsamples of recruits and officers.

Table 14 provides the results for mean scores calculated for each item for both the subsamples of officers and recruits separately. The table also includes results from t-tests analyses that were conducted to determine if the two groups differed on their motivations to pursue careers in law enforcement. These results indicated that officers' and recruits'

motivations for pursuing a career in law enforcement were slightly varied. The two groups only ranked three items the same, job security (ranked 3rd), excitement of work (ranked 4th), and salary and benefits (ranked 6th). There were both similarities and differences across the top three influential factors for each group. Recruits found the most influential reasons for joining the police department to be career advancement (ranked 1st), helping people (ranked 2nd), and job security (ranked 3rd). Police officers top three reasons for pursuing a career in law enforcement were helping people (ranked 1st), to fight crime (ranked 2nd), and job security (ranked 3rd). The least influential factors seemed to be more widely held among recruits and officers, as both groups responded the same. Results from this study showed that the least important factors when determining a career in law enforcement were family or friends (ranked 7th for recruits and 8th for officers) and authority and power (ranked 8th for recruits and 9th for officers).

T-test scores were significant for all items except the item to fight crime. While there is some variation in the ranking of item importance, the mean scores and t-test results show that the difference between recruits and officers is striking. All of the mean scores for recruits are higher than those of police officers, indicating a higher rate of agreement. This gap is largest for two items, authority and power and family or friends. The first item, authority and power, recruits' ($\bar{x} = 3.44$) mean score was significantly higher than the mean score of police officers ($\bar{x} = 2.32$). Moreover, the item family or friends also received a higher mean score from recruits ($\bar{x} = 3.85$) than police officers ($\bar{x} = 2.64$). Even though these items were ranked the least important, for both groups, the variation in the mean scores highlights some important differences between the motivations of recruits and police officers.

Table 14

Motivations for Pursuing a Career in Law Enforcement for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)		Recruit (n=80)		Officer (n=220)		T-test Statistic
	Mean	Rank	Mean	Rank	Mean	Rank	
To help people	4.46	1	4.60	2	4.41	1	-2.16***
Job security	4.13	4	4.41	3	4.03	3	-3.76***
Career advancement	4.15	3	4.72	1	3.94	5	-8.23***
Prestige and status	3.36	7	4.03	5	3.12	7	-6.83***
Authority and power	2.62	9	3.44	8	2.32	9	-8.33***
Family or friends	2.96	8	3.85	7	2.64	8	-8.37***
To fight crime	4.32	2	4.41	3	4.29	2	-1.42
Excitement of work	4.06	5	4.28	4	3.98	4	-2.74***
Salary and benefits	3.57	6	3.99	6	3.42	6	-4.41***

*** $p < .001$

Motivations for pursuing a career in law enforcement for the full sample and subsamples of male and female officers.

Table 15 displays mean scores and t-test results for motivations for the full sample and subsample of male and female officers. The motivations for females and males are remarkably similar to one another, with only one exception. Females ranked job security and career advancement as the third and fourth most influential factors, while males ranked these items oppositely (job security: ranked 4th) and career advancement: ranked 3rd). All other motivations for pursuing a career in law enforcement were ranked the same by both men and women. Further, scores from the t-tests show that only one of the nine items produced a statistically significant result. The item to help people was the only item with a significant difference

between the mean scores of males ($\bar{x} = 4.42$) and females ($\bar{x} = 4.67$). Although this item was ranked as the highest motivator, for both groups, the mean score for females was significantly higher than that of males.

Table 15

Motivations for Pursuing a Career in Law Enforcement for the Full Sample and Subsamples of Male and Female Officers

	Overall (n=300)		Female (n=49)		Male (n=249)		T-test Statistic
	Mean	Rank	Mean	Rank	Mean	Rank	
To help people	4.46	1	4.67	1	4.42	1	2.44***
Job security	4.13	4	4.31	3	4.10	4	1.63
Career advancement	4.15	3	4.27	4	4.13	3	1.11
Prestige and status	3.36	7	3.47	7	3.34	7	0.76
Authority and power	2.62	9	2.84	9	2.58	9	1.46
Family or friends	2.96	8	3.04	8	2.96	8	0.44
To fight crime	4.32	2	4.45	2	4.29	2	1.46
Excitement of work	4.06	5	4.14	5	4.04	5	0.75
Salary and benefits	3.57	6	3.73	6	3.54	6	1.22

*** $p < .001$

Motivations for pursuing a career in law enforcement for the full sample and subsamples of white and minority officers.

Table 16 shows the mean scores and t-test results for motivations for the full sample and subsamples of white and minority officers. Motivations for pursuing a career in law enforcement were similar across the two groups. Both the white and minority groups agreed on the most and least influential factors. The number one motivator across the groups was to help people. Similarly, the least influential factors were prestige and status (white = ranked 6th; minority =

ranked 7th), family and friends (white = ranked 7th; minority = ranked 8th), and authority and power (white = ranked 8th; minority = 9th). However, white respondents reported the second and third most influential factors to be to fight crime and excitement of the work, respectively. On the other hand, the minority group ranked the second and third highest motivating reasons to be career advancement and to fight crime, respectively. T-tests produced significant results for seven of the nine items indicating that the two groups differed in their motivations. The two items that did not produce significant results were to fight crime and excitement of the work, indicating that the scores for these two items were similar across the two groups.

A comparison of the remaining scores shows that, while whites and minorities are similar in their rankings their mean scores identify other specific motivational differences. For instance, the item salary and benefits produced a statistically significant result for whites ($\bar{\chi} = 3.30$) and minorities ($\bar{\chi} = 3.90$). Other items that produced significant differences across the group means were: career advancement (white $\bar{\chi} = 3.95$; minority $\bar{\chi} = 4.41$), job security (white $\bar{\chi} = 3.95$; minority $\bar{\chi} = 4.37$), helping people (white $\bar{\chi} = 4.33$; minority $\bar{\chi} = 4.63$), authority and power (white $\bar{\chi} = 2.40$; minority $\bar{\chi} = 2.89$), family or friends (white $\bar{\chi} = 2.79$; minority $\bar{\chi} = 3.19$), and prestige and status (white $\bar{\chi} = 3.25$; minority $\bar{\chi} = 3.52$). For each of the eight statistically significant differences, minority officers had a higher mean score for each motivation item in comparison to white officers.

Table 16

Motivations for Pursuing a Career in Law Enforcement for the Full Sample and Subsamples of White and Minority Officers

	Overall (n=300)		White (n=163)		Minority (n=134)		T-test Statistic
	Mean	Rank	Mean	Rank	Mean	Rank	
To help people	4.46	1	4.33	1	4.63	1	-3.97***
Job security	4.13	4	3.95	4	4.37	4	-4.66***
Career advancement	4.15	3	3.95	4	4.41	2	-5.01***
Prestige and status	3.36	7	3.25	6	3.52	7	-2.20***
Authority and power	2.62	9	2.40	8	2.89	9	-3.76***
Family or friends	2.96	8	2.79	7	3.19	8	-2.89***
To fight crime	4.32	2	4.27	2	4.38	3	-1.39
Excitement of work	4.06	5	4.10	3	4.02	5	0.77
Salary and benefits	3.57	6	3.30	5	3.90	6	-5.16***

*** $p < .001$

Perceptions of Criminal Justice Police Practices for the Full Sample

Results from the analyses examining the perceptions of criminal justice police practices are presented in Table 17. Based on these results, perceptions of policing methods were generally viewed as effective among the participants. The police methods received overwhelming support from the participants, with most of the responses falling into the “effective” or “very effective” categories. The method that received the least support was DARE, which 25.3% of participants found to be “ineffective” and 9.4% found to be “very ineffective”. Preventative patrol received the most support from participants with a combined support score of 94.4% (53.7% “effective”; 40.7% “very effective”). The majority of participants in this study perceived both of the practices, neighborhood watch and citizen academies, to be effective at controlling or reducing crime. Neighborhood watch received 52.3% “effective” and 34.3% “very effective” responses,

which was over eighty percent of the sample in support of this type of practice. Similarly, citizen academies were also perceived as effective (51.2% “effective”; 29.8% “very effective”) by more than eighty percent of the sample. Other practices that received support from more than eighty percent of the sample included mandatory arrest (53.7% “effective”; 31.0% “very effective”), preventative patrol (53.7% “effective”; 40.7% “very effective”), hot-spot policing (48.8% “effective”; 43.1% “very effective”), foot patrol (58.3% “effective”; 25.7% “very effective”), broken windows (52.0% “effective”; 33.8% “very effective”), community policing (45.8% “effective”; 42.5% “very effective”), hiring more officers (37.5% “effective”; 56.2% “very effective”), less lethal weapons (59.1% “effective”; 29.9% “very effective”), stop and frisk (57.2% “effective”; 33.0% “very effective”), and DUI checkpoints (55.7% “effective”; 33.2% “very effective”). Additionally, support for these practices generally fell into the “effective” column, with one exception, hiring more officers (37.5% “effective”; 56.2% “very effective”).

Table 17

Perceptions of Criminal Justice Police Practices for the Full Sample

	Very Ineffective	Ineffective	Effective	Very Effective
	% (n)	% (n)	% (n)	% (n)
Mandatory arrest	2.7% (8)	12.7% (38)	53.7% (161)	31.0% (93)
Preventative patrol	0.7% (2)	5.0% (15)	53.7% (161)	40.7% (122)
Hot-spot policing	1.3% (4)	6.7% (20)	48.8% (146)	43.1% (129)
DARE	9.4% (28)	25.3% (75)	47.1% (140)	18.2% (54)
Foot patrol	3.3% (10)	12.7% (38)	58.3% (175)	25.7% (77)
Broken windows	2.7% (8)	11.5% (34)	52.0% (154)	33.8% (100)
Community policing	3.3% (10)	8.4% (25)	45.8% (137)	42.5% (127)
Neighborhood watch	1.7% (5)	11.7% (35)	52.3% (157)	34.3% (103)
Citizen academies	2.0% (6)	17.1% (51)	51.2% (153)	29.8% (89)
Hiring more officers	1.0% (3)	5.4% (16)	37.5% (112)	56.2% (168)
Less lethal weapons	1.7% (5)	9.4% (28)	59.1% (176)	29.9% (89)
Stop and frisk	1.0% (3)	8.8% (26)	57.2% (170)	33.0% (98)
Code enforcement	2.0% (6)	18.1% (54)	56.4% (168)	23.5% (70)
DUI checkpoints	1.3% (4)	9.7% (29)	55.7% (166)	33.2% (99)

Perceptions of criminal justice police practices for the full sample and subsamples of recruits and officers.

Table 18 shows the overall mean scores for the entire sample and separately for recruits and police officers for the analyses on the perceptions of criminal justice policing practices. The results from t-tests analyses were statistically significant for all but three methods: hot-spot policing (recruit $\bar{x} = 3.45$; officer $\bar{x} = 3.30$), broken windows policing (recruit $\bar{x} = 3.22$; officer $\bar{x} = 3.15$), and less lethal weapons (recruit $\bar{x} = 3.10$; officer $\bar{x} = 3.20$). These findings indicate that for some police practices, recruits and officers did not differ significantly in their ratings of effectiveness. However, for 11 of the policies, significant differences between the two groups emerged. For instance, perceptions of police practices that were found to be statistically significant across the two groups included DUI checkpoints (recruit $\bar{x} = 3.58$; officer $\bar{x} = 3.07$), DARE (recruit $\bar{x} = 3.15$; officer $\bar{x} = 2.59$), citizen academies (recruit $\bar{x} = 3.40$; officer $\bar{x} = 2.97$), stop and frisk (recruit $\bar{x} = 3.49$; officer $\bar{x} = 3.12$), foot patrol (recruit $\bar{x} = 3.35$; officer $\bar{x} = 2.96$), mandatory arrest (recruit $\bar{x} = 3.40$; officer $\bar{x} = 3.03$), code enforcement (recruit $\bar{x} = 3.26$; officer $\bar{x} = 2.92$), community policing (recruit $\bar{x} = 3.54$; officer $\bar{x} = 3.18$), preventative patrol (recruit $\bar{x} = 3.51$; officer $\bar{x} = 3.28$), neighborhood watch (recruit $\bar{x} = 3.38$; officer $\bar{x} = 3.13$), and hiring more officers (recruit $\bar{x} = 3.63$; officer $\bar{x} = 3.44$). Police recruits and police officers, in this study, had different perceptions of how effective the various policing methods are at controlling crime. The mean scores were higher for recruits than for police officers, which signifies that they perceived the police methods to be more effective at controlling crime. Police officers did score one method higher than the recruits, the use of less lethal weapons, but this difference was not found to be statistically significant. The mean scores are relatively high for both groups, thus both recruits and officers find the methods effective. However, compared to police officers, recruits

believe the current policing methods are more effective at reducing or controlling criminal activity.

Table 18
Perceptions of Criminal Justice Police Practices for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Mandatory arrest	3.13	3.40	3.03	-3.98***
Preventative patrol	3.34	3.51	3.28	-2.96***
Hot spot policing	3.34	3.45	3.30	-1.78
DARE	2.74	3.15	2.59	-5.14***
Foot patrol	3.06	3.35	2.96	-4.30***
Broken windows	3.17	3.22	3.15	-0.66
Community policing	3.27	3.54	3.18	-3.73***
Neighborhood watch	3.19	3.38	3.13	-2.74***
Citizen academies	3.09	3.40	2.97	-4.59***
Hiring more officers	3.49	3.63	3.44	-2.33***
Less lethal weapons	3.17	3.10	3.20	1.13
Stop and frisk	3.22	3.49	3.12	-4.47***
Code enforcement	3.01	3.26	2.92	-3.77***
DUI checkpoints	3.21	3.58	3.07	-6.12***

*** $p < .001$

Perceptions of Criminal Justice Court and Correctional Practices for the Full Sample

Results from the analyses examining the perceptions of criminal justice court and correctional practices are presented in Table 19. A large majority of participants perceived these practices to be either “effective” or “very effective”. However, there was not as much support for

these practices as there was for the effectiveness of policing methods. Correctional rehabilitation received the least amount of support from participants, with 15.2% finding it to be “very ineffective” and 34.1% finding it to be “ineffective”. The sex offender registry received the most support (47.8% “effective”; 31.8% “very ineffective”) for a total of 79.6% of respondents showing support for this practice. Other methods that received over seventy percent support included open carry laws (52.8% “effective”; 20.1% “very effective”), sentencing laws (44.0% “effective”; 28.5% “very effective”), and drug courts (47.8% “effective”; 22.6% “very effective”).

Table 19

Perceptions of Criminal Justice Court and Correctional Practices for the Full Sample

	Very Ineffective	Ineffective	Effective	Very Effective
	% (n)	% (n)	% (n)	% (n)
Death penalty	6.8% (20)	24.3% (72)	40.9% (121)	28.0% (83)
Sex offender registry	3.3% (10)	17.1% (51)	47.8% (143)	31.8% (95)
Open carry laws	5.7% (17)	21.4% (64)	52.8% (158)	20.1% (60)
Sentencing laws	4.4% (13)	23.2% (69)	44.0% (131)	28.5% (85)
Correctional rehabilitation	15.2% (45)	34.1% (101)	35.1% (104)	15.5% (46)
Drug courts	4.0% (12)	25.6% (76)	47.8% (142)	22.6% (67)

Perceptions of criminal justice court and correctional practices for the full sample and subsamples of recruits and officers.

Table 20 displays the overall mean scores, for the entire sample and separately for recruits and police officers, for the court and correctional criminal justice practices. Results from

the t-tests were statistically significant for every item except for the death penalty suggesting that, for this item, recruits ($\bar{\chi} = 3.05$) and officers ($\bar{\chi} = 2.85$) were similar in their perceptions. While the results for the other practices were all statistically significant, several of them were striking. For example, perceptions of the effectiveness for correctional rehabilitation (recruit $\bar{\chi} = 3.13$; officer $\bar{\chi} = 2.28$) and drug courts (recruit $\bar{\chi} = 3.42$; officer $\bar{\chi} = 2.70$) highlighted the largest differences. The higher mean scores of police recruits indicate that they perceived each of these practices to be more effective at reducing or controlling crime than police officers. Thus, according to these results, recruits viewed the effectiveness of court and correctional practices differently than police officers.

Table 20
Perceptions of Criminal Justice Court and Correctional Practices for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Death penalty	2.90	3.05	2.85	-1.75
Sex offender registry	3.08	3.36	2.98	-3.84***
Open carry laws	2.87	3.20	2.75	-4.45***
Sentencing laws	2.97	3.24	2.87	-3.47***
Correctional rehab.	2.51	3.13	2.28	-7.54***
Drug courts	2.89	3.42	2.70	-7.52***

*** $p < .001$

Perceptions of Criminal Justice Issues: Ethics and Use of Force for the Full Sample

Results from the analyses examining the ethics and use of force perceptions of criminal justice issues are presented in Table 21. Most participants in this study believed that rules should be followed even if they felt justified in not doing so. For instance, most of the sample indicated their agreement with the statement that policing requires strict adherence to the rules, guidelines

and procedures (41.3% “agree”; 26.3% “strongly agree”). Further, more than half of the participants disagreed with the item stating that police officers can bend the rules if the outcome is justified (27.4% “disagree”; 29.4% “strongly disagree”). Additionally, a large portion agreed that ethics training is an effective way to prevent future abuses of authority (39.0% “agree”; 30.0% “strongly agree”). Use of force issues received support as follows, approximately half of the sample either “strongly disagreed” (15.8%) or “disagreed” (39.1%) with the statement that police are not permitted to use as much force as they often need to use. While more than half of the respondents (35.8% “strongly disagree”; 32.4% “disagree”), felt that officers should not be allowed to use more force than legally allowed even when an assault has occurred on a fellow officer. There was one statement that registered more than 75% of agreement among the sample. This overwhelming majority was in disagreement with the statement that referred to low socioeconomic status increasing the likelihood of police use of force (49.7% “strongly disagree”; 26.2% “disagree”). These results show that recruit and officer perceptions of ethics and use of force are primarily associated with following rules and training.

Table 21

Perceptions of Criminal Justice Issues: Ethics and Use of Force for the Full Sample

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
Effective policing requires strictly following the rules, guidelines, and procedures	1.0% (3)	8.0% (24)	23.3% (70)	41.3% (124)	26.3% (79)
As a police officer, I may occasionally bend the rules if the outcome is justified	29.4% (88)	27.4% (82)	23.7% (71)	16.1% (48)	3.3% (10)
Training in ethics is effective at preventing abuse of authority	3.7% (11)	13.0% (39)	14.3% (43)	39.0% (117)	30.0% (90)
Police officers are more likely to use force against poor people than against middle-class people in similar situations	49.7% (148)	26.2% (78)	13.1% (39)	8.1% (24)	3.0% (9)
Police are not permitted to use as much force as is often necessary in making arrests	15.8% (47)	39.1% (116)	22.6% (67)	17.2% (51)	5.4% (16)
It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer	35.8% (107)	32.4% (97)	12.0% (36)	15.1% (45)	4.7% (14)

Perceptions of criminal justice issues: Ethics and use of force for the full sample and subsamples of recruits and officers.

Table 22 shows the overall mean score for each of the ethics and use of force statements, as well as, mean scores for recruits and officers. Also included in this table are the t-test results for each item. Based on the t-test analyses, all of the results were statistically significant except for one. The only statement that did not produce a statistically significant result was the statement “as a police officer, I may occasionally bend the rules if the outcome is justified”.

Thus, the mean scores for recruits and for officers were similar on this statement only, signifying

that both groups perceived this item in the same manner (recruit $\bar{\chi} = 2.45$; officer $\bar{\chi} = 2.33$). The mean scores for recruits were significantly higher than officers for every other statement, which indicates that recruits had a higher level of agreement with each of the six statements. In particular, recruits indicated a higher level of agreement with statements concerned with following the rules ($\bar{\chi} = 4.26$) and ethics training ($\bar{\chi} = 4.38$). Scores from these two items show that recruits scored them significantly higher than the police officers (rules: $\bar{\chi} = 3.69$; ethics training: $\bar{\chi} = 3.57$), which underscores some important differences across the two groups. Alternately, recruits ($\bar{\chi} = 2.90$) also indicated a much higher level of agreement than officers ($\bar{\chi} = 1.95$) with the statement approving the use of illegal force on someone who has physically assaulted an officer. These results show that while recruits are more likely to agree with following the rules and advocate for additional training, they are also perhaps more eager to appear as if they are ready to defend one another, if necessary.

Table 22

Perceptions of Criminal Justice Issues: Ethics and Use of Force for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Effective policing requires strictly following the rules, guidelines, and procedures	3.84	4.26	3.69	-4.87***
As a police officer, I may occasionally bend the rules if the outcome is justified	2.36	2.45	2.33	-0.77
Training in ethics is effective at preventing abuse of authority	3.79	4.38	3.57	-5.78***
Police officers are more likely to use force against poor people than against middle-class people in similar situations	1.89	2.23	1.76	-3.27***
Police are not permitted to use as much force as is often necessary in making arrests	2.57	3.01	2.41	-4.23***
It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer	2.20	2.90	1.95	-6.33***

*** $p < .001$

Perceptions of Criminal Justice Issues: Perceptions Related to Race and Ethnicity for the Full Sample

Results from the analyses examining the perceptions of criminal justice issues related to race and ethnicity are presented in Table 23. Results for this section indicated that approximately half of the sample perceived (26.8% “agree”; 23.8% “strongly agree”) that racism is a major problem in the United States. Additionally, 18.8% reported that they “agree” and 13.8% “strongly agree” that different races and ethnicities are underrepresented in law enforcement. However, the majority of participants did not perceive racism to be a problem among officers or in how a police department carries out its responsibilities. This is shown in their level of

agreement with the remaining statements such as; law enforcement profession has failed to meet the service needs of ethnic minorities (20.6% “strongly disagree”; 40.9% “disagree”) and race plays an important role in who gets arrested (48.3% “strongly disagree”; 24.2% “disagree”). These results show that officers and recruits are aware of issues related to race and ethnicity issues, but the majority of respondents did not believe they arise when it comes to performing their police duties.

Table 23
Perceptions of Criminal Justice Issues: Perceptions Related to Race and Ethnicity for the Full Sample

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
Persons of different race and ethnic backgrounds are underrepresented in law enforcement	13.1% (39)	24.2% (72)	30.2% (90)	18.8% (56)	13.8% (41)
The law enforcement profession has failed to meet the service needs of ethnic minorities	20.6% (61)	40.9% (121)	23.6% (70)	10.8% (32)	4.4% (13)
Police officers often treat whites better than they do blacks and other minorities	35.4% (105)	32.3% (96)	17.2% (51)	10.8% (32)	4.4% (13)
Racism is a major problem in the U.S.	13.8% (41)	16.8% (50)	18.8% (56)	26.8% (80)	23.8% (71)
Race plays an important role in who gets arrested	48.3% (144)	24.2% (72)	14.4% (43)	8.4% (25)	4.7% (14)
Undocumented citizens commit crime at higher rates than other citizens	17.8% (53)	33.9% (101)	36.2% (108)	8.7% (26)	3.4% (10)

Perceptions of criminal justice issues: Perceptions related to race and ethnicity for the full sample and subsamples of recruits and officers.

Table 24 includes the mean scores, for each of the perceptions of criminal justice issues related to race and ethnicity and the t-test results. These scores are displayed in the table separately for the entire sample, police recruits, and police officers. T-test results were statistically significant for all but one item: persons of different race and ethnic backgrounds are underrepresented in law enforcement. This signifies that the mean score and level of agreement with the statement was similar for both groups. However, recruits' mean scores were higher than officers' for every other item, which indicates that recruits reported higher levels of agreement with the statements in comparison to officers. Interestingly, the largest gap between scores appeared in statements specifically addressing race. These statements included whether or not police treat Whites better than they do Blacks and other minority groups (recruit $\bar{x} = 2.66$; officer $\bar{x} = 1.99$), and that race plays an important role in who gets arrested (recruit $\bar{x} = 2.71$; officer $\bar{x} = 1.70$). According to these results, police recruits see the issue of race and ethnicity differently than police officers. These results show that in contrast to recruits, a smaller number of officer respondents perceived race to be a problem or any type of factor when performing their duties. However, recruits' answers show that they believe race might be seeping its way into officers' performance of their daily tasks.

Table 24

Perceptions of Criminal Justice Issues: Perceptions Related to Race and Ethnicity for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Persons of different race and ethnic backgrounds are underrepresented in law enforcement	2.96	3.10	2.91	-1.20
The law enforcement profession has failed to meet the police service needs of ethnic minorities	2.37	2.61	2.28	-2.38***
Police officers often treat whites better than they do blacks and other minorities	2.17	2.66	1.99	-4.55***
Racism is a major problem in the U.S.	3.30	3.76	3.13	-3.61***
Race plays an important role in who gets arrested	1.97	2.71	1.70	-7.12***
Undocumented citizens commit crime at higher rates than other populations	2.46	2.83	2.33	-3.95***

*** $p < .001$

Perceptions of Criminal Justice Issues: Perceptions Related to Technology for the Full Sample

Results from the analyses examining the perceptions of criminal justice issues related to technology are presented in Table 25. Technologies measured in this survey included police worn body cameras, newspapers, and cell phones. Results from this section show that many of the participants believed body cameras would provide them with additional safety (23.8% “agree”; 16.4% “strongly agree”) and would reduce citizen complaints (35.5% “agree”; 22.7% “strongly agree”). Yet, when asked if wearing body cameras would reduce their own use of force the answers were quite evenly distributed (11.0% “strongly disagree”; 28.0% “disagree”; 28.7% “neither agree or disagree”; 21.0% “agree”; 11.3% “strongly agree”). By a slim margin, the

larger part of the sample (11.0% “strongly disagree”; 28.0% “disagree”) did not feel that wearing body cameras would reduce their own use of force.

Participants in this study had strong feelings about the way that newspapers often present police-related issues. Over eighty percent of the entire study (36.7% “agree”; 46.3% “strongly agree”) indicated that they believed newspapers do in fact present the police unfavorably. On the other hand, much of this sample (11.4% “strongly disagree”; 34.1% “disagree”) did not feel cell phones have made the performance of police duties more difficult. Results from this section show that the participants are open to using technology while carrying out their police tasks. In fact, the use of body cameras could even improve certain parts of their jobs.

Table 25

Perceptions of Criminal Justice Issues: Perceptions Related to Technology for the Full Sample

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
Wearing a body camera would make me feel safer	15.1% (45)	18.1% (54)	26.5% (79)	23.8% (71)	16.4% (49)
Officer worn body cameras would reduce citizen complaints	8.0% (24)	16.4% (49)	17.4% (52)	35.5% (106)	22.7% (68)
Officer worn body cameras would reduce use of force against citizens	11.0% (33)	28.0% (84)	28.7% (86)	21.0% (63)	11.3% (34)
The newspaper typically presents the police in an unfavorable manner	3.3% (10)	2.7% (8)	11.0% (33)	36.7% (110)	46.3% (139)
Mobile phone technologies have made it more difficult for police to do their job	11.4% (34)	34.1% (102)	20.4% (61)	25.4% (76)	8.7% (26)

Perceptions of criminal justice issues: Perceptions related to technology for the full sample and subsamples of recruits and officers.

Table 26 includes mean scores and t-test results for technology-related criminal justice issues. The mean scores are displayed separately for the entire sample, recruits, and police officers. Results from the t-tests were significant for three out of the five technology-related statements. The two statements that did not produce significant results were officer worn body cameras would reduce citizen complaints and the newspaper typically presents police in an unfavorable manner. Thus, for these statements, the groups' scores were similar. Moreover, officers and recruits highest scores were for these two statements, indicating a high level of agreement with these items. Additionally, the statement referring to the newspaper is the only time for this set of questions that officers ($\bar{x} = 4.23$) have had a higher mean score than recruits ($\bar{x} = 4.11$). Body camera statements regarding personal safety and reduction of use of force complaints had the largest difference between the two groups. These statements included wearing a body camera would make me feel safer (recruit $\bar{x} = 3.75$; officer $\bar{x} = 2.85$) and officer worn body cameras would reduce use of force against citizens (recruit $\bar{x} = 3.53$; officer $\bar{x} = 2.72$). Results in this table show that police recruits believe body cameras can be more helpful than police officers do. Additionally, both groups agree that newspapers present police officers in a poor light.

Table 26

Perceptions of Criminal Justice Issues: Perceptions Related to Technology for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Wearing a body camera would make me feel safer	3.08	3.75	2.85	-5.56***
Officer worn body cameras would reduce citizen complaints	3.48	3.63	3.43	-1.19
Officer worn body cameras would reduce use of force against citizens	2.94	3.53	2.72	-5.47***
The newspaper typically presents the police in an unfavorable manner	4.20	4.11	4.23	0.94
Mobile phone technologies have made it more difficult for police to do their job	2.86	3.13	2.76	-2.38***

*** $p < .001$

Perceptions of Criminal Justice Issues: Perceptions Related to Family Violence and Mental Illness for the Full Sample

Results from the analyses examining the criminal justice issues related to family violence and mental illness are presented in Table 27. The large majority of participants indicated that they did not agree (36.1% “strongly disagree”; 40.8% “disagree”) with the statement about family violence being a private matter. However, not as many disagreed (13.7% “strongly disagreed”; 35.8% “disagree”) that family violence occurs more in poor families. Interestingly, the item stating that “most people with a serious mental illness are violent” received more support (19.5% “strongly disagree”; 45.3% “disagree”) than the other statements.

Table 27

Perceptions of Criminal Justice Issues: Perceptions Related to Family Violence and Mental Illness for the Full Sample

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
Family violence occurs more in poor families	13.7% (41)	35.8% (107)	27.8% (83)	16.7% (50)	6.0% (18)
Family violence is a private matter	36.1% (108)	40.8% (122)	14.4% (43)	6.7% (20)	2.0% (6)
Most people with serious mental illness are violent	19.5% (58)	45.3% (135)	26.5% (79)	6.0% (18)	2.7% (8)

Perceptions of criminal justice issues: Perceptions related to family violence and mental illness for the full sample and subsamples of recruits and officers.

Table 28 displays the mean scores and t-test results for perceptions related to family violence and mental illness. Mean scores are displayed separately for the entire sample, recruits, and police officers. The only t-test that did not produce a statistically significant result was for the statement: family violence occurs more in poor families. This item also contained the highest mean scores, which further indicates both group's' level of agreement with the statement. Recruits' mean score for the item referring to family violence as a private matter was 2.41 compared to 1.82 for police officers. Looking at these results it appears that not only do recruits believe family violence happens more in poor families but they are also more likely to think it is a private matter. The significant difference between mean scores further highlights some important differences between recruits and officers.

Table 28

Perceptions of Criminal Justice Issues: Perceptions Related to Family Violence and Mental Illness for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Family violence occurs more in poor families	2.66	2.81	2.60	-1.50
Family violence is a private matter	1.98	2.41	1.82	-4.83***
Most people with serious mental illness are violent	2.27	2.51	2.19	-2.63***

*** $p < .001$

Perceptions of Criminal Justice Issues: Perceptions Related to the Community for the Full Sample

Results from the analyses examining the criminal justice issues related to the community are presented in Table 29. The majority of participants viewed community criminal justice issues favorably. Most of the sample did not agree with statements concerning community and citizens' distrust or disrespect for the police. For example, more than half of the respondents did not agree with the statements citizens will never trust police enough to work together (18.8% "strongly disagree"; 45.0% "disagree") and most people do not respect the police (9.8% "strongly disagree"; 41.8% "disagree"). Additionally, most of the sample disagreed with the item referring to police officers having reason to distrust citizens (13.4% "strongly disagree"; 41.9% "disagree"). All three of the above statements, regarding trust and respect, received more than 41% of responses in the "disagree" category. Further, an overwhelming majority (45.8% "agree"; 46.8% "strongly agree") responded that police officers should work together with citizens when trying to solve community problems. Finally, most participants (39.2% "agree"; 17.6% "strongly agree") indicated agreement with the statement that citizens' expectations of police officers are often unrealistic.

Table 29

Perceptions of Criminal Justice Issues: Perceptions Related to the Community for the Full Sample

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	% (n)	% (n)	% (n)	% (n)	% (n)
Citizens will never trust police enough to work together effectively	18.8% (56)	45.0% (134)	17.4% (52)	14.1% (42)	4.7% (14)
Most people do not respect the police	9.8% (29)	41.8% (124)	21.9% (65)	18.5% (55)	8.1% (24)
Police officers should work with citizens to try and solve problems in their beat	.3% (1)	1.3% (4)	5.7% (17)	45.8% (137)	46.8% (140)
Police officers have reason to be distrustful of most citizens	13.4% (40)	41.9% (125)	23.2% (69)	17.1% (51)	4.4% (13)
Citizens' expectations of what police should do to solve crime and neighborhood problems are unrealistic	2.0% (6)	10.1% (30)	31.1% (92)	39.2% (116)	17.6% (52)

Perceptions of criminal justice issues: Perceptions related to the community for the full sample and subsamples of recruits and officers.

Table 30 contains the mean scores and t-test results for each of the community criminal justice issues. Mean scores are reported separately for the entire sample, the recruit group, and the officer group. T-test results were statistically significant for only two out of the five statements; most people do not respect the police and citizens' expectations of what police should do to solve crime and neighborhood problems are unrealistic. These significant results indicate there are differences between the two groups for these statements. Recruits' mean scores were higher than police officers for every item except the statement concerning citizens' unrealistic expectations of police. Officers ($\bar{x} = 3.76$) scored higher on this one item than recruits

($\bar{\chi} = 3.19$), signifying a higher level of agreement with this one statement. The other statement that received a significant t-test result was in regards to people not having respect for the police. In this item, recruits ($\bar{\chi} = 3.01$) had higher levels of agreement than officers ($\bar{\chi} = 2.63$). Results from this table show that police officers feel more distrust between them and the citizens of the community than recruits do. However, a greater number of recruits reported that people did not respect them or other officers. Both recruits ($\bar{\chi} = 4.43$) and officers ($\bar{\chi} = 4.36$) indicated that the police and citizens should work together to solve problems.

Table 30

Perceptions of Criminal Justice Issues: Perceptions Related to the Community for the Full Sample and Subsamples of Recruits and Officers

	Overall (n=300)	Recruit (n=80)	Officer (n=220)	T-test Statistic
	Mean	Mean	Mean	
Citizens will never trust police enough to work together effectively	2.41	2.55	2.36	-1.35
Most people do not respect the police	2.73	3.01	2.63	-2.63***
Police officers should work with citizens to try and solve problems in their beats	4.37	4.43	4.36	-0.77
Police officers have reason to be distrustful of most citizens	2.57	2.73	2.51	-1.53
Citizens' expectations of what police should do to solve crime and neighborhood problems are unrealistic	3.60	3.19	3.76	4.61***

*** $p < .001$

Chapter 5: Discussion and Conclusion

This study examined the motivations for choosing a career in policing, perceptions of criminal justice practices, and perceptions of current criminal justice issues in a sample of United States police officers and police recruits. The goal was to determine and explore any differences that might exist across recruits and officers. To that end, this study contributes to the existing knowledge on police motivations and perceptions. Further, the current study also adds to police literature by highlighting the variation across recruits' and officers' motivations and perceptions. Three hypotheses were tested in this study; one of the hypotheses was not supported by the results; another was supported; and the last hypothesis received partial support.

Hypothesis one stated that the motivations for joining the police department would be more altruistic among police recruits than police officers. However, the results indicated a departure from the original prediction. Although recruits placed a great deal of importance on helping people, the recruit sample was more motivated by items associated with meeting personal needs. These extrinsic factors included career advancement, job security, excitement of the work, and prestige and status. Police officers placed more importance on altruistic reasons, such as helping people and fighting crime. The second hypothesis was supported by the results. Hypothesis two stated that police recruits would view criminal justice practices as more effective than the perceptions of police officers. According to the mean scores, police recruits' perceptions of the various criminal justice practices were higher than the perceptions of police officers. This held true for 19 out of 20 of the practices included in the survey. Officers' mean score for the item using less lethal weapons was the only criminal justice practice with a higher than the score for the recruit sample. Finally, hypothesis three stated that police recruits' perceptions of pertinent criminal justice issues would be less cynical and pessimistic than the perceptions of

police officers. This hypothesis only received partial support from the results. Perceptions of criminal justice issues were examined through twenty-five statements and responses to eleven of these items supported the hypothesis. Police recruits, in this sample, were not as formalistic as hypothesized. For example, two of the items related to bending the rules produced higher mean scores for recruits than officers. Further, responses to certain statements indicated that cynicism and pessimism were higher in recruits than hypothesized. Their mean scores, for several statements, were higher than those of police officers. For instance, the item related to officers' increased likelihood of using force against poor people received a higher mean score from recruits than officers. Additionally, recruits' mean scores were higher than officers for three of the items concerning race and ethnicity, all three statements regarding family violence and mental illness, and three of the measures pertaining to citizens. While police recruits scored higher, for these measures, their mean scores were still relatively low.

Motivations for Pursuing a Law Enforcement Career

Results associated with the motivations for choosing a career in policing produced similar results to those of previous studies. This study found that the highest motivators included helping people, fighting crime, career advancement, job security, and the excitement of the work. Prior research found the most often cited reasons were helping others, job benefits, and job security. (Raganella & White, 2004; Moon & Hwang, 2004; Wu et al., 2009; Foley, Guarneri, & Kelly, 2008; Tarng et al., 2001). Items that were the least likely motivators, from this study, included prestige and status, influence from family or friends, and authority and power. Similarly, previous studies found the least important motivators were power and authority, influence from family or friends, and lack of other career alternatives (Foley et al., 2008; White et al., 2010; Raganella & White, 2004; Lester, 1983; Moon & Hwang, 2004; Tarng et al., 2001; Wu et al.,

2009; Meagher & Yentes, 1986; Hageman, 1979). Targeted recruitment strategies could highlight extrinsic factors, like career advancement and job security, as well as the more altruistic motivations, such as helping people and crime fighting.

Motivations for pursuing a law enforcement career by gender and race.

This study found the motivations for females and males to be similar in their rankings, with the exception of two items. Rankings for males and females differed in their third and fourth items, which were inverted. Females ranked job security third and career advancement fourth, while males ranked job security fourth and career advancement third. Additionally, the mean scores for females were higher than those of males, on every item. The only statistically significant result was for the item on helping people. Females' mean score was significantly higher, for this item, than males. Taking the additional step of comparing means brought to light an important difference between male and female motivations for joining law enforcement, among this sample. However, these results show that the motivations for choosing a career in law enforcement are the same for both men and women. These results supported previous research that also found gender motivations to be similar (Raganella & White, 2004; Wu et al., 2009; Meagher & Yentes, 1986). Additionally, Raganella & White (2004) found that, while both males and females ranked helping people first, the mean scores were significantly higher for females than males. These results show that recruitment strategies targeting items such as helping people, crime fighting, job security, and career advancement would be effective for both men and women.

The motivations among white and minority recruits in this study differed in several of their rankings, however both groups agreed on the most and least influential items. Mean scores for this sample were all statistically significant except for the items to fight crime and excitement

of the work. Additionally, the mean scores for the minority respondents were higher than those of white respondents, with one exception. White participants had a higher mean score for the item excitement of the work. Overall, the motivations for choosing a career in law enforcement were similar though the rankings were slightly varied. Previous research also found motivations across race to be similar (Raganella & White, 2004; Lester, 1983). As with gender, recruitment strategies that highlight helping people, crime fighting, job security, and career advancement would appeal to all races.

Motivations for pursuing a law enforcement career by recruit status.

Results from this study showed that there were slight differences in the rankings of motivations for recruits and officers. Officers placed the most importance on the item to help people, while the number one motivator for recruits was career advancement. This is a divergence from White et al.'s, (2010) study which found that helping people was higher for recruits than officers. Further, this study's results found that recruits' motivations for joining the police department were more extrinsic than police officers. While police officers' motivations were more altruistic in nature. This could be due to the study's small sample of recruits or could be attributed to surveying only one recruit class. Additionally, since recruits' top three motivators included both career advancement and job security, it is possible that they chose policing because of the career's viability during times of recession.

In sum, studies on the motivations for choosing a career in law enforcement can help highlight specific recruitment strategies for police departments. Strategies that highlight both the financial incentives as well as the more altruistic items can appeal to people of different genders and races. Police officers have a significant amount of contact with the community throughout their daily activities (Wu et al., 2009). To that end, officers greatly influence public perceptions

of law enforcement as well as the entire criminal justice system. Recruitment strategies that appeal to the more altruistic factors could attract recruits who might have a better impact on police-community relations (Wu et al., 2009).

Perceptions of Criminal Justice Practices

Results from this study showed support for the majority of criminal justice practices. The two practices that received the least amount of support were DARE and correctional rehabilitation. Prior research also found that police officers were supportive of several criminal justice practices including, community policing, broken windows policing, foot patrol, and mandatory arrest for domestic violence offenders (Jenkins, 2015; Sun et al., 2009; Sun et al., 2010; Friday et al., 1991). However, research on officer perceptions of the sex offender registry found that police did not believe the registry was an effective deterrent for sex offenders (Tewksbury & Mustaine, 2013; Powell, Day, Benson, Vess, & Graffam, 2014).

Perceptions of criminal justice practices by recruit status.

Comparisons of perceptions across police recruits and police officers revealed statistically significant differences for sixteen of the twenty practices. Further, the mean scores of police recruits were higher than those of police officers, with the exception of less lethal weapons. The results indicate that recruits believe these criminal justice practices to be more effective than police officers. Recruits' mean scores included a low of 3.05 (death penalty) and a high of 3.63 (hiring more officers). Since this survey employed a 4 – point Likert scale, recruits' scores are quite high. These high scores indicate their perceptions of effectiveness for the criminal justice practices surveyed. Alternately, officers' scores ranged from 2.28 (correctional rehabilitation) to 3.44 (hiring more officers), indicating a lower level of support. Several of the criminal justice practices produced large differences among recruits and officers. These practices

included DARE, DUI checkpoints, drug courts, and correctional rehabilitation. Such findings could be attributed to the relative inexperience of recruits, who have yet to gain any field experience. Additionally, the gap in perceptions might also be due to recruits' lack of socialization into the police subculture. These findings are similar to those in Garner (2005), who found that recruits' attitudes after one year on the job had shifted significantly. This study reported that these officers no longer felt they had the ability to significantly impact crime and they no longer believed that strict adherence to all of the rules was necessary (Garner, 2005). According to this study, these changes occurred due to training and experience with a field training officer and subsequent socialization into the police subculture. Additional research on recruits and officers is required to determine if such gaps are always present, as well as to pinpoint the reason for these differences.

Perceptions of Criminal Justice Issues

This study surveyed the perceptions of current criminal justice issues, such as ethics, use of force, race and ethnicity, technology, family violence, mental illness, and community. The results showed that the sample supported adherence to rules, ethics training, and use of force policies. These findings support prior research on ethics training and use of force issues, which found that officers disagreed with using more force than necessary (Wyatt-Nichol & Franks, 2009; Weisburd et al., 2000; Micucci & Gomme, 2005; Phillips, 2010). Additionally, the study found that participants did not believe differences existed in the treatment of minorities, or that race factored in to the decision to arrest. However, a little more than ten percent of the sample stated that they did believe minorities were treated differently and the decision to arrest was based on race. Both of these findings were also present in Weisburd et al.'s, (2000) study. Further, results supported previous research studies which indicated that participants supported

the use of body cameras (Elliott, & Kurtenbach, 2015; Jennings et al., 2015; Jennings et al., 2014). This is an important finding, in the wake of recent high profile cases such as Michael Brown, which were not caught on camera (Jennings et al., 2014). Body cameras can be effective for improving police-community relations, as well as for recording events and helping to diffuse police-citizen encounters (Jennings et al., 2015; Jennings et al., 2014). Finally, results from this study found that respondents did not believe citizens lacked respect or trust for police or that police should be distrustful of citizens. However, the sample did agree that citizens' expectations of police are unrealistic but that police should work with citizens to solve neighborhood problems. Results from this study diverged from prior research, which found that officers perceived citizens as distrustful and uncooperative (Boateng, Makin, & Yoo, 2014).

Though this study's results were mostly positive, there were dissenting opinions among participants. Additional training would be beneficial for unanimity or something approaching unanimity, and keeping important criminal justice issues at the forefront of discussion. Ethics training can help make departments and officers more aware of police subculture and the code of silence, in order to bring about the necessary changes (Wyatt-Nichol & Franks, 2009). The majority of officers (82.2%) who have received ethics training reported in Weisburd et al. (2000) that it is an effective tool for preventing officers' abuse of authority. Additionally, respondents (80.3%) from their study reported that ethics training provided valuable interpersonal skills that aid in preventing the abuse of authority. Finally, in Weisburd et al.'s (2000) study, most officers (74.9%) reported that the cultural awareness and human diversity training they received was also beneficial when applied to the prevention of authority abuse. In sum, officers' perceptions of ethics training are positive and reinforce the idea that police take a strong stance against excessive force and other abuses of authority. In addition to the research on police officers'

perceptions of the community, another study has examined whether police training can aid in the reformation of police-community relations (Skogan, Van Craen, & Hennessy, 2014). This study provides valuable information that could help progress how police officers perceive the community. This procedural justice experiment found that officers were the most supportive of giving citizens a voice. Alternately, the results showed that the questions pertaining to citizen trust received the lowest endorsement (Skogan et al., 2014). The training produced good long-term results and better short-term results, which showed that police training can help the way officers view the public and aid in the improvement of community and police officer relations (Skogan et al., 2014).

Though mobile phone recording of police officers has become prevalent, results from this study show that officers did not see it as much of a problem. Since this issue is on the rise, training in this area would be beneficial. Training methods could help officers learn to diffuse situations of cell phone recording, while also improving police-community relations (Kopak, 2014). This training could include reviewing citizens' First and Fourth amendment rights, in order to prevent illegal searches and seizures of phones. Additionally, police administrators could gather citizens' videos of officer encounters from social media sites to use as training tools (Kopak, 2014). Further research into this area of technology is important and would provide valuable information that police departments could use to target training areas.

Results from this study found that the majority of participants did not believe mentally ill persons are violent, however; these results are varied in previous research. Training related to mental illness is important as well. Many places have developed systems, models, programs, and specialized training, so that police officers can respond effectively to the mentally ill (Coleman & Cotton, 2014; Borum et al., 1998). Studies of some programs found that officers felt more

prepared to deal with mental illness. Furthermore, officers thought the program was effective in meeting the needs of the mentally ill, keeping mentally ill people out of jail, reducing the time that officers had to spend on calls for the mentally ill, and keeping the community safe (Borum et al., 1998). Training about mental illness can provide an abundance of education to officers that can adjust their perceptions and help their encounters with the mentally ill. In sum, increasing the number of training hours allocated to certain issues and providing additional training to officers can be effective and improve officer responses to various situations.

Perceptions of criminal justice issues by recruit status.

Results from this study identified large gaps across the perceptions of recruits and officers. Differences were found at every level of measurement and might be attributed to the police recruits' lack of on the job training and experience. Additionally, differences between recruits and officers could be due to the recruits' lack of socialization into the police subculture. This research is consistent with the research in Garner (2005) when officers reported, after being on the job for one year, that their attitudes changed once they had time to see how things "really worked." Additionally, this same research reported that participants felt their attitudes changed once they had more understanding of policing situations (Garner, 2005). Similarly, these results were also consistent with Catlin and Maupin's (2004) research which reported a change in attitudes after one year on the job. Participants reported a reduction in their idealistic goals. Further, a two year follow up detected more reduction in these goals (Catlin & Maupin, 2004). These changes are likely due to the real police experiences of their first year as well as being indoctrinated into the police subculture. According to past research, new officers or recruits, learn acceptable behavior from other officers (Catlin & Maupin, 2004; Garner, 2005). By learning from on the job experience and from watching their peers, this type of socialization

could alter the perceptions of new officers. This is the beginning of the socialization process (Garner, 2005).

Police Subculture

Results from this study showed that there are significant differences among samples of police recruits and police officers. The difference between recruits and officers may provide support that socialization into the police subculture can shape the way that officers perceive important criminal justice issues over time. The shared norms and values of this subculture, as well as the idea of fitting in with one's peers, can alter perceptions (White et al., 2010). Additionally, field training with seasoned officers and obtaining experience on the job can change views over time (White et al., 2010).

Further, results found that authority and power were among the least important motivators for choosing policing as a career. This provides evidence that study participants did not have characteristics associated with the police personality (Kappeler et al., 2015). Thus, differences among recruits and officers in this study are more likely to be associated with socialization into police subculture. However, additional research should be done using larger samples in order to draw firm conclusions.

In order to help address these changes in perceptions and to work towards improving police-community relations, departments can develop and implement further training methods. Currently, topics such as cultural diversity and community partnership building can be found in the majority of police academies but are only given ten to twelve hours of instruction. Perhaps, continued education to attempt to halt perception changes is implicated.

Limitations

Several limitations are present in this study. First, a convenience sample was employed and responses could be associated with who chose to complete the survey. For example, the study is open to selection bias and it is possible that any officers with negative perceptions or those who might not wish to share their attitudes towards criminal justice policies may have chosen not to participate in the study after reading the cover letter and learning the purpose of this study. Since the sample was a convenience sample, it is may not be generalizable to other populations. For example, many of the police departments who were contacted during this study's initial invitation to participate and learn more about the study did not return emails or calls to the research team. This study cannot speak to the motivations and perceptions of officers in these police departments as they were excluded from the study. Further, if these departments shared similar cultural characteristics such as distrust from outsiders like researchers, this study's findings could over or under estimate the amount of support for crime policies. Second, the study employed a small sample size of police officers which precluded the ability to conduct more complex statistical analyses. A larger sample size, particularly of recruits, would be valuable in future research to facilitate further analyses. Third, the recruit sample was drawn from only one academy class which could impact the results. That is, the recruits from the academy sampled in this study could differ from those attending other regional police academies.

Conclusion and Future Research

While the results from this study are valuable for shedding light on the motivations and perceptions of law enforcement officers and recruits, more research is needed to fully unpack these complex relationships and determine if the observed results would be replicated in studies on other samples of officers and recruits. Additionally, research that addresses more specific

subcultural issues among recruits and officers would be beneficial for determining the effect socialization has on perceptions. This, for instance, can include the code of silence and the “us vs. them” mentality. Further research into these differences is called for in order to establish if any patterns exist and to highlight recurring themes, in order to develop training methods and institute any changes.

In conclusion, the motivations and perceptions findings from this study are consistent with those from other studies and provide a replication of past research on an updated sample of police officers and recruits. In particular, this study found that there were significant differences observed across recruits and officers which demonstrated the possible impact that socialization into the police subculture has on officers’ perceptions of many criminal justice practices. To that end, these differences underscored areas where socialization was strongest which can provide important insights into areas of police training in need of greater attention and focus. Additionally, these findings on perceptions of criminal justice issues identified areas where additional training would be beneficial. The motivations findings are helpful for developing and instituting recruitment strategies. This study is unique in its comparison of recruits and officers in one study. Future research should build on these subculture findings, in order to move forward in the field of police research and to build police-community relations.

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Appendix A: The Cover Letter

Study 16-148: Perceptions of Training and Criminal Justice Issues Among Police Officers

Dr. Samuel Abaidoo
Department of Sociology & Criminal Justice
Kennesaw State University
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Kennesaw, GA 30144
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470-578-4473

Greetings,

You are being invited to take part in a research study conducted by Drs. Samuel Abaidoo and Heidi Scherer of Kennesaw State University. Before you decide to participate in this study, you should read this letter and ask questions about anything that you do not understand.

The purpose of this study is to learn more about officer perceptions of justice and police academy training practices in Georgia. In particular, we would like to know more about how new police officers feel about criminal justice issues and training experiences. In order to gather information on these topics, you are being asked to participate in a survey that takes about 15 minutes to complete. Of course, you have a choice about whether or not to complete the questionnaire. If you do decide to participate, you are free to skip any questions or discontinue at any time by closing out of the survey on your web browser. There are no known risks anticipated because of taking part in this study.

Although you may not personally benefit from taking part in this research, your responses may help us better understand police training and perceptions of important criminal justice issues among police officers. The results of this survey will be anonymous. This online survey will not collect any identifiable information about you and no Internet Protocol (IP) addresses will be collected. When we write about the study, you will not be identified and the name your agency will not be provided in any sources. No individuals outside of this research project will have access to materials related to this study including completed questionnaires. All individuals in this study must be 18 years or older to participate.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268. If you have questions about this study, you may contact Dr. Samuel Abaidoo or the Chairperson for Kennesaw State University's Institutional Review Board.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

☐ I do not agree to participate and will be excluded from the

remainder of the questions. Thank you for your time.

Dr. Samuel Abaidoo

Appendix B: The Survey Instrument

Perceptions of Justice

Study 16-148: Perceptions of Training and Criminal Justice Issues Among Police Officers

This research project has been approved by Kennesaw State University's Institutional Review Board. Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

The purpose of this study is to learn more about officer perceptions of justice and police academy training practices in Georgia. In particular, we would like to know more about how new police officers feel about criminal justice issues and training experiences. In order to gather information on these topics, you are being asked to participate in a survey that takes about 15 minutes to complete. Of course, you have a choice about whether or not to complete the questionnaire. If you do decide to participate, you are free to skip any questions or discontinue at any time by closing out of the survey on your web browser. There are no known risks anticipated because of taking part in this study. Although you may not personally benefit from taking part in this research, your responses may help us better understand police training and perceptions of important criminal justice issues among police officers.

The results of this survey will be anonymous. This online survey will not collect any identifiable information about you and no Internet Protocol (IP) addresses will be collected.

- ☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- ☐ I do not agree to participate and will be excluded from the remainder of the questions.

What is your gender?

- ☐ Male
- ☐ Female

What is your ethnic background?

- ☐ Black/African American
- ☐ Hispanic/Mexican American
- ☐ White/Caucasian
- ☐ Other, please specify: _____

What is your current marital status?

- ☐ Single – not in a committed relationship
- ☐ Single – in a committed relationship
- ☐ Married
- ☐ Divorced
- ☐ Widowed

What is your age?

What is the highest level of formal education you have completed?

- ☐ High school graduate or equivalent (G.E.D.)
- ☐ Some college or technical school, but did not graduate
- ☐ Associates Degree
- ☐ Bachelors Degree
- ☐ Graduate or Professional Degree

If you pursued or obtained a college degree, what was your major/area of study?

- ☐ Please specify: _____
- ☐ Not applicable

Do you have prior military experience?

- ☐ Yes
- ☐ No

Are you a first generation police officer in your family?

- ☐ Yes
- ☐ No

How many years have you been employed in your current agency?

- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 3 to 4 years
- ☐ 5 or more years

The following statements relate to the factors that influenced your decision to pursue a career in law enforcement. Please select the response that best corresponds to the importance of each item listed below.

	Not at all Important	Very Unimportant	Neither Important nor Unimportant	Very Important	Extremely Important
Opportunity to help people in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestige and status of the occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authority and power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence of family or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fight crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excitement of the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The salary and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following options best describes your future career aspirations? Select all that apply.

- ☐ Patrol officer
- ☐ Police management and supervision
- ☐ Investigations and detective work
- ☐ K9 division
- ☐ SWAT
- ☐ Internal Affairs
- ☐ Position in a federal agency
- ☐ Private security
- ☐ Other, please specify: _____

At the present time, how would you rate your understanding of the following topics?

	Very Limited	Limited	Good	Very Good
Georgia criminal law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal procedural law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search and seizure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing the crime scene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviews and interrogations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Juvenile law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property crime investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized crime and gang investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accident reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firearms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control tactics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency vehicle operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics and integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vehicle pullovers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traffic enforcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the effectiveness for each of the following criminal justice practices at preventing crime?

	Very Ineffective	Ineffective	Effective	Very Effective
Mandatory arrest for domestic violence perpetrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preventive patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hot-spot policing/Targeted patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood Watch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex offender registry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DARE (Drug Abuse Resistance Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foot patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggressive patrol/Broken windows policing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizen academies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-oriented policing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open carry laws (i.e., handguns, weapons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentencing laws (i.e., mandatory minimums, longer sentences, three strikes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correctional rehabilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring more police officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less lethal weapons (i.e., tasers, pepper spray)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop-and-frisk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Code enforcement/Nuisance abatement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DUI checkpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How confident do you feel doing each of the following?

	Very Unconfident	Unconfident	Confident	Very Confident
Developing solutions to community problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating and working effectively with members of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using problem-solving techniques to analyze and solve crime problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assessing the policing needs of people with physical or intellectual disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assessing the policing needs of people with mental illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assessing the policing needs of women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assessing the policing needs of rape victims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting persons in emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with people from different racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using lethal force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving domestic/family violence disputes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crowd/riot control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This question pertains to the training methods used at the police academy. Please select the response that best corresponds with how you would rate the usefulness of the following methods.

	Very Useless	Useless	Useful	Very Useful	Not Applicable
Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EVOC (Emergency Vehicle Operator Course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firearms range	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defensive tactics room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training simulators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scenario training rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outside of the course material covered in Basic Training, what topic(s) would you be interested in learning more about during future in-service trainings (e.g., K9, taser, hazmat, terrorism, etc.)? Please specify:

The following statements relate specifically to police work and law enforcement. Please select the response that best corresponds to the level of your agreement with each statement listed below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
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As a police officer, I will be able to significantly influence crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective policing requires strictly following the rules, guidelines, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a police officer, I may occasionally bend the rules if the outcome is justified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a police officer is more dangerous than most other professions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persons of different race and ethnic backgrounds are underrepresented in law enforcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Males are better police officers than females	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in ethics is effective at preventing abuse of authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police officers are more likely to use physical force against poor people than against middle-class people in similar situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police are not permitted to use as much force as is often necessary in making arrests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wearing a body camera would make me feel safer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officer worn body cameras would reduce citizen complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officer worn body cameras would reduce use of force against citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The newspaper typically presents the police in an unfavorable manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobile phone technologies have made it more difficult for police to do their job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family violence occurs more in poor families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family violence is a private matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people with serious mental illness are violent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizens will never trust police enough to work together effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people do not respect the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police officers should work with citizens to try and solve problems in their beats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police officers have reason to be distrustful of most citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizens' expectations of what police should do to solve crime and neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The law enforcement profession has failed to meet the police service needs of ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police officers often treat whites better than they do blacks and other minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racism is a major problem in the U.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race plays an important role in who gets arrested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undocumented citizens commit crime at higher rates than other populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>